The Implementation of Portfolio Assessment in History Learning

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ABSTRACT

This study aims to determine the implementation of portfolio assessment in history learning at SMAN 1 Mawasangka Tengah and SMA Negeri 2 Mawasangka Tengah, Southeast Sulawesi Province. This research uses a qualitative approach with a case study method. The research subjects were history teachers and class XI Social Sciences students at both schools. Data were collected through observation, interviews, and documentation. Data were analyzed using data reduction techniques, data presentation, and conclusions. The study results show that the implementation of portfolio assessment in history learning in both schools is still not optimal. That is caused by several factors, including the teacher's lack of understanding of the concepts and procedures for portfolio assessment, the lack of teacher skills in preparing portfolio assessment instruments, the lack of supporting facilities and infrastructure, and the lack of motivation and participation of students in making portfolios. This study recommends that teachers improve their professional competence in carrying out portfolio assessments, develop portfolio assessment instruments following graduate competency standards, provide adequate facilities and infrastructure, and provide effective guidance and feedback to students in making portfolios.

Keywords: Portfolio Assessment, Learning History, 21st Century Competence

INTRODUCTION

Education is a fundamental need for humanity and is the main tool for dealing with developments in the 21st-century digital era. Therefore, education must be transformed by prioritizing four 21st-century skills: critical thinking, collaboration, creativity, and communication (Kahar et al., 2021; Muhali, 2019). A systematic and structured curriculum policy is needed from all provider elements to achieve this.

The 2013 curriculum is a step to answer the challenges of 21st-century skills to equip students with intellectual, emotional, and spiritual intelligence (Muliastrini, 2019). The 2013 curriculum is a change and refinement of the KTSP curriculum. In the past, teacher-dominated learning has been transformed into learning that places students as subjects and teachers as facilitators who help students learn independently and collaboratively by using a scientific approach and interesting

media (Beda, 2020). The main focus of the 2013 Curriculum is problem-solving, learner-based learning, and project-based learning. The purpose of the 2013 curriculum is to provide students with four competencies: spiritual attitude competence, social attitude competence, knowledge competence, and skills competence (Tiara & Sari, 2019).
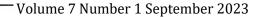
The implementation of the 2013 Curriculum impacts the assessment carried out by educators. The assessment in the K13 Report Card includes an assessment of the aspects of attitude, knowledge, and skills. There are four types of assessment from the skill aspect, including practical assessment, product assessment, project assessment, and portfolio assessment (Subakti et al., 2021).

Assessment is the process of collecting and processing information to measure the achievement of student learning outcomes (Primasari et al., 2021). Assessment in the context of 21st-century education is directed at efforts to build 21st-century competencies, including critical thinking skills, creative thinking skills, collaboration skills, and the ability to master technology, information and communication media. In education, a teacher must master three things: the curriculum, the learning process and the assessment system.

One way to assess students' abilities in history is to use portfolio assessment. A portfolio assessment is an assessment that collects and evaluates the works of individual students within a certain time frame (Mubarak, 2021). With portfolio assessment, teachers can see the development of students' knowledge and skills in studying history. Portfolio assessment must also be in accordance with basic competencies, themes or sub-themes that are learning objectives. A portfolio is not just an archive of students' work but also a tool for providing feedback and guidance to students. In addition, portfolios can guide students in carrying out investigative activities, which are part of writing-based learning to measure students' communication skills (Yumithasari et al., 2022).

Several principles need to be considered in using portfolio assessment in schools, including mutual trust between teachers and students, mutual confidentiality between teachers and students, shared property between students and teachers, satisfaction, suitability, and assessment of processes and results (Mahardika, 2018). A student's portfolio must contain the results of daily tests, midterm tests, and final semester tests, which are recorded in the student's grade book.

Giving assignments to students whose results will be assessed in the portfolio requires attention to certain things. Educators need to explain to students the steps or limitations of portfolio assessment so that students better understand what they will do in it. Developing a portfolio assessment includes determining together what portfolio samples will be made so that students are more enthusiastic about learning.

Learning is an interactive process between students, educators, and learning resources in a learning environment. History is a science that studies all events or incidents that have occurred in the past in human life in terms of politics, economics, and culture. Studying history is a step to learning about the meaning contained in a historical event.

Learning history is not just about remembering events, names, figures, numbers, and dates. However, history is a fact that provides awareness or raises historical awareness among students. Learning history is expected so that students can think chronologically and understand developments and changes in society to obtain lessons that can be used in their lives.

According to Permendikbud Number 59 of 2014 Concerning the 2013 Curriculum History Subject Guidelines, the principles that need to be considered by teachers in learning History in SMA/MA include learning history based on the continuity of what happened in the past with present life. The government instills the values of nationalism, patriotism, and cooperation in students as the goal of learning history by giving a portion of history learning to all students with a very large number of study hours.

Mawasangka Tengah District, Southeast Sulawesi Province, has three SMA/SMK level schools. SMAN 1 Mawasangka Tengah and SMAN 2 Mawasangka Tengah have developed portfolio assessments as student learning outcomes. From the development of the portfolio assessment, many works have been produced by students. Portfolio assessment on Indonesian history subjects at SMAN 1 Mawasangka Tengah and SMAN 2 Mawasangka Tengah is not foreign to teachers, especially teachers of Indonesian history at these schools. Students are more interested and enthusiastic in portfolio assessment because this will be evidence of the extent of their knowledge of historical subjects.

Research on implementing learning assessment has been carried out quite a lot. Zuli Nuraeni conducted research on portfolio-based assessment on increasing student activity and learning outcomes in introductory basic mathematics courses for the 2017/2018 academic year. The study results show that learning with portfolio-based assessment can increase student activity and learning outcomes. Maulina and Hazilina researched the Implementation of Portfolio Assessment in Kindergartens during the COVID-19 Pandemic Era. The results of this study are based on an analysis of the planning and implementation of the teacher's assessment activities related to the child's assignments as a whole declared "good."

Research on implementing portfolio assessment in learning Indonesian history at SMAN 1 Mawasangka Tengah and SMAN 2 Mawasangka Tengah Province of Southeast Sulawesi was conducted using a case study approach methodology. This study attempts to examine the implementation of portfolio assessment and various problems of portfolio assessment in Indonesian history learning. Learning activities will be effective if supported by an effective assessment as well. When a

teacher gives a good and fair assessment, students will be enthusiastic and participate in learning, especially in historical subjects, so that the goal of learning history can be achieved for students.

This study has a significant difference in the breadth of portfolio forms used by teachers in history lessons, and the methodology used is a qualitative method with a case study approach. This study emphasizes portfolio assessment carried out by students and teachers with all the challenges and obstacles in implementing portfolio assessment in Indonesian history learning. The novelty of this study is that it focuses on implementing portfolio assessment in Indonesian history learning at SMAN 1 Mawasangka Tengah and SMAN 2 Mawasangka Tengah with case studies in class XI IPA.

METHOD

This study uses a qualitative and case study approach to examine the implementation of portfolio assessment in Indonesian history subjects at two high schools in Central Mawasangka. A qualitative method is a research procedure that produces descriptive data in written or spoken words from people and observed behavior. The case study approach is an approach that is focused on one selected phenomenon and which one wants to understand in depth by ignoring other phenomena. This study aims to describe and analyze how Indonesian history teachers in class XI IPA conduct portfolio assessments, what obstacles and solutions they face, and how they impact student learning outcomes.

Data collection techniques used in this study are Observation, Interview, and Documents. Data analysis is a follow-up activity from the data collection step, with researchers trying to provide an interpretation of the overall research findings based on a theoretical framework related to portfolio assessment in history learning. Data reduction is simplifying, abstracting, classifying, and transforming field note data, then summarizing and removing unnecessary data.

RESULTS AND DISCUSSION

SMA Negeri 1 Mawasangka Tengah is a public school founded in Buton Tengah in 2004. This school has A accreditation and uses the Merdeka Learning Curriculum for class X and the 2013 Curriculum for classes XI and XII. The number of students in this school is 360 students. The school's vision is to become one that excels and has good morals. The school's mission includes increasing faith, carrying out objective learning, developing character, implementing an information technology-based management system, and creating a healthy and conducive school environment.

SMA Negeri 2 Mawasangka Tengah is a public school founded in Buton Tengah in 2015. This school has B accreditation and uses the Merdeka Learning Curriculum for grades X and XI and the 2013 Curriculum for class XII. The number

of students in this school is 159 students. The school's vision is to create students who have character, excel in achievement, are cultured, care for the environment, have a global outlook supported by mastery of science and technology and are based on faith and piety. The school's mission includes cultivating discipline, making the teacher a model learner, facilitating the achievement of high school-level learning by students, and developing a national spirit rooted in the nation's cultural values while staying abreast of developments in science and technology.

Portfolio assessment is a relatively new approach in Indonesia and an alternative to improve student competency. A portfolio is a collection of students' work that can provide information for teachers to make decisions according to the talents and abilities of students. Portfolio assessment has been implemented at SMA Negeri 1 Mawasangka Tengah and SMA Negeri 2 Mawasangka Tengah in history lessons. Teachers at this school are given facilities to participate in independent curriculum training. Middle Mawasangka 2 Public High School is the first school in the Mawasangka sub-district that has successfully transformed to follow and implement the Merdeka Curriculum in 2022 and become part of the Mobilizing School. In 2023, SMA Negeri 1 Mawasangka Tengah will also become part of the Mobilization School.

According to Bapak JU, a history teacher at SMA Negeri 2 Mawasangka Tengah, good learning requires good preparation and planning. The preparation of the learning devices in question is teaching modules, textbooks according to the class being taught, and learning media such as world maps, globes, and pictures or photographs of heroes that support the learning process later. Teachers must also prepare by studying and enriching themselves with the teaching materials presented in class later and always updating the latest teaching materials.

Ibu S, a history teacher at SMA Negeri 1 Mawasangka Tengah, believes that the preparations made for learning include preparing lesson plans, mastering learning materials, learning methods and models so that students are active in learning, including the media used. Every lesson plan prepared by the teacher must focus on how students can understand teaching material and how to make students feel comfortable and focused when participating in learning. An example of the use of instructional media was when Ibu S brought a world map (globe) as a learning medium to help explain the map of the location of the region and the boundaries of the allied block, central block and neutral block in World War I and World War II material.

Students gave various responses about the learning model applied to the learning process. The SMA Negeri 1 Mawasangka Tengah findings show that students will be happier and more relaxed if directed to the discussion. Student Y admitted that he was more comfortable and happy with the discussion learning method because students could exchange ideas with each other and interspersed with games that could relax the atmosphere of discussion to become relaxed and

happy. MZ students from SMA 2 Mawasangka Tengah also gave their opinion that the discussion method can help find out the opinions of others and see that each student has different opinions.

The use of learning media has a vital role in the learning process because it can help teachers explain teaching materials and help students find out how to master the teaching material delivered by the teacher. The media for teaching history are many and varied, so the teacher can determine which media is suitable for explaining learning outcomes or basic competencies. According to Bapak JU and Ibu S, the media often used in the learning process of history are books, laptops, films, InFocus, maps, and historical pictures/photos. In addition, teaching materials are also very important in the process of implementing learning. Teachers and students at SMA Negeri 1 Mawasangka Tengah and SMA Negeri 2 Mawasangka Tengah agree that in addition to textbooks to enrich their teaching materials, they need journal articles, the internet, Google, YouTube, and other mass media, all of which can access teaching materials that will be studied in history lessons.

Evaluation of learning is the process of collecting, analyzing, and interpreting information systematically to determine the achievement of learning objectives. After planning the lesson and the process/implementation of the lesson, the teacher must evaluate or assess the learning that aims to find out how successful the learning has been. Portfolio assessment certainly requires adjustments to basic competencies and learning outcomes that are applied in learning. Ibu S revealed that portfolio assessment can be carried out for all KD. Bapak JU gave almost the same opinion that portfolio assessment can be used in assignments, clippings, daily tests, formative assessments, and summative assessments.

At SMA Negeri 2 Mawasangka Tengah, Bapak JU used the independent curriculum for class XI and Ibu S at SMA Negeri 1 Mawasangka Tengah used the 2013 curriculum for class XI. According to the key informant head of SMA Negeri 1 Mawasangka Tengah, Bapak A, there is a significant difference between the independent curriculum and the 2013 curriculum that, in the independent curriculum, teachers are not targeted to complete predetermined material, while in the 2013 curriculum, teachers are forced to finish all material that the ministry of education has entrusted to complete. The implementation of the portfolio assessment was carried out by Ibu S by explaining the technical tasks as well as giving a deadline for work on them; then, after the assignment was collected, she examined it carefully so that it gave appropriate and fair grades with other students and provided remedial for students if their accumulated scores did not reach the target or KKM. Meanwhile, Bapak JU carried out portfolio assessment in almost the same way, namely paying attention to students' activeness by matching the assignments they gave and then mapping out which assignments were considered good or good and which were still not good so that checking was easier.

Some indicators become the standard in determining the value of students when carrying out the assessment. According to Ibu S, the indicators used are neatness, discipline, creativity and teamwork. Meanwhile, Bapak JU revealed that the indicators he used in determining students' grades were discipline in making assignments, tidiness, the content of the assignments, and the weight of the material presented in the assignments. Assessment in learning is very important, and the determination of the indicators used must also follow the principles of learning assessment to present a fair assessment. In general, discipline, creativity and content of a work or portfolio assignment are indicators that are a basic reference in determining students' grades.

Based on the results of the researcher's interviews with teachers and students at SMA Negeri 1 Mawasangka Tengah and SMA Negeri 2 Mawasangka Tengah, the portfolio as a form of assessment provides a special facility for teachers in determining student scores, both summative and formative. There are several forms of portfolios that students work on, namely in the form of infographics, videos, diary notes, daily tests, to midterm tests. However, students do not agree if the portfolio assignments given are group in nature because students usually expect each other to do these assignments, and there is less visible cooperation, teamwork, and togetherness, which can affect student work to be less than optimal or unsatisfactory.

Students are very happy with the form of the portfolio assigned to them because it can bring out creativity, such as making infographics and making videos. However, they find it burdensome if portfolio assignments are given in groups because usually, only some do the assignments while others only expect from the group leader. The process of making a portfolio at SMA Negeri 1 Mawasangka Tengah does not direct what platform or media to use in making it but returns to student creativity in completing the task in contrast to Bapak JU at SMA Negeri 2 Mawasangka Tengah, who directed students how and what needs to be prepared in doing portfolio assignments. In the infographic portfolio assignment, for example, media used was manila paper markers and historical material on HVS paper which was then pasted onto manila paper; In contrast, for videos and photos, students used PiscArt CapCut PowerDirector, Photoshop, and KineMaster media, depending on students want to use what they are interested in.

In every learning assessment, a teacher will face an obstacle that cannot be predicted. According to the results of the research and field notes conducted at SMA Negeri 1 Mawasangka Tengah, the researchers found several obstacles faced by history teachers when carrying out portfolio assessments of students' work. These namely students who were late in submitting assignments, the assignments that students worked on were relatively the same as other students, there was no analysis of the assignments given, and there were students who did not submit assignments at all. According to Ibu S, the assignments collected by many students

forced them to set aside time to check their assignments so that they were handed back to the students to see the results of their assignments or even remedial for students with low scores. Therefore, to overcome the above obstacles, it is necessary to have good time management for the teacher in balancing the responsibilities as a teacher and those as a wife.

After the researcher conducted in-depth interviews with Pak JU, the history subject teacher at SMA Negeri 2 Mawasangka Tengah, he revealed that the obstacle he faced when assessing student portfolios was that students were often late in submitting assignments. Sometimes they just had to copy and paste from the internet without being analyzed first, and their tasks were mostly the same as their other friends. He said that the solution to overcoming these obstacles was to always convey to students to prioritize schoolwork when they got home. However, based on field notes in class, researchers often found students taking advantage of breaks and free time by playing mobile phones, playing tiktok and so on instead of reading books or discussing their personal or group assignments. Students also revealed that they faced financial obstacles when making portfolio assignments because buying manila paper, colored pencils, markers and printed pictures needed money. At the same time, a group of friends found it difficult to collect money (joint venture).

Discussion

Learning history is learning about humanity in all its aspects, meaning that history raises awareness of the nature of human culture and civilization development. Every history lesson is attempted to arouse students' desire for historical awareness. The teacher then embodies these efforts through learning history with learning methods and models that are in accordance with students' needs and character so that students can take part in learning well and with enthusiasm. Implementation of learning models and methods then there are various kinds, such as portfolio-based learning models. The portfolio-based learning model is learning that can make students more active due to broader investigations or information searches where the search for information is not only carried out in the classroom but also outside the classroom, both from print and electronic media, figures or experts, as well as visits to places that can be used as a source of information.

To carry out learning a good plan includes various elements needed to carry out learning, such as media, models, methods, strategies and forms of evaluation or assessment that will be applied to students. In general, preparing lesson plans (learning design) aims to increase effectiveness and efficiency in achieving learning objectives. Carrying out learning in the classroom requires preparations that must be made by the teacher, in this case related to all forms of planning that have been designed related to activities that teachers and students will carry out, the use of methods, learning resources and media used in assisting the learning process, and

no less important is to set learning goals. A teacher should prepare in writing in his teaching planning at least; (1) TIU and ICT, (2) subject matter, (3) learning activities/methods, (4) learning tools/resources, and (5) evaluation. Based on the results of the research, the researchers found that history teachers consciously always prepare lesson plans that will be applied to later history lessons, such as teaching modules, lesson plans, media, methods, strategies, evaluation and instructional objectives that are used later.

In the implementation of history lessons by Ibu S, a history teacher at SMA Negeri 1 Mawasangka Tengah and Bapak JU, a history teacher at SMA Negeri 2 Mawasangka Tengah, always follow the applicable rules. Bapak JU, for example, in the learning process by Permendikbudristek Number 7 of 2022 concerning Content Standards in history subjects for class XI with the scope of material regarding events of the great world revolution World Wars I and II, The Cold War, contemporary world events up to 21st century and its impact on socio-political developments in Indonesia. That was then transferred to material about Under Tyranny of Japan, with students in Class XI learning outcomes being able to develop basic historical concepts to study historical events in human space and time dimensions. Through literacy discussion and collaborative project-based investigation (research), students can explain various historical events in Indonesia and the world. Seeing the learning achievements of these students can produce a report of the work of students, which is then discussed with their group mates. That is illustrated in a project that students are working on, namely infographics that are formed in groups with 4-5 students in making these infographics.

In the learning process, a teacher is required to carry out the learning evaluation phase because it aims to determine the success of the learning that has been carried out. Evaluation as an action or process has at least three main functions, namely: (1) Measuring progress, (2) Supporting the preparation of plans, and (3) Repairing or re-performing. Bapak JU and Ibu S evaluated to provide an assessment of the student's portfolio, which was a step to find out the progress of student learning and wanted to improve the learning during the lesson. There is no direct determination of the evaluation form when carrying out an evaluation. Therefore, a teacher can determine the form of evaluation that will be carried out in the learning process. The form of learning evaluation is not always in the form of exam. Learning evaluation can be done by giving assignments, holding discussions, asking questions, or expressing opinions. Based on the results of the research in the form of portfolios carried out by students of SMA Negeri 1 Mawasangka Tengah class XI IPS and SMA Negeri 2 Mawasangka Tengah class XI during the implementation of research were infographic portfolios, video portfolios, and self-assessment portfolios and periodic student assessments such as daily assessments mid-semester and end-of-semester assessments.

Portfolio assessment is categorized into 3, namely (1) Work portfolio, which is the entire collection of work results in a subject or competency in a certain period; (2) Documentation portfolio, which is a collection of student work on a subject at a certain period, specifically used for assessment; and (3) elective portfolio, which is used to show the best results produced by students in a particular subject or competency. Portfolios made by students of SMA Negeri 1 Mawasangka Tengah and SMA Negeri 2 Mawasangka Tengah in history learning are included in the category of documentation portfolio because the history teacher assesses portfolios worked on by students, which are then returned to students to be corrected if there is an error in it. The development of portfolio assessment indicators is very much needed because it aims to encourage school quality improvement in the future, so information from the analysis of school potential is needed, which is useful for developing curriculum through indicator development. Other than that development of indicators also aims to increase the ability and enthusiasm of students in following history lessons.

Portfolio assessment is a form of assessment that teachers can apply as well as a new alternative to learning assessment that has so far been conventional. A portfolio assessment is an accumulation of all students' work collected in a portfolio. From this portfolio teacher then assesses all forms of students' written activities to get an overview of students' knowledge abilities and quality. In the portfolio, the assessment object is the students because they are the ones who present work and do work, while the teacher is the subject because he is the one who will do an assessment. Regarding mutualism, teachers and students cannot be separated from portfolio assessment because both carry out their roles according to their duties and functions and need each other or, in this case, are mutually beneficial. The portfolio assessment at SMA Negeri 1 Mawasangka Tengah and SMA Negeri 2 Mawasangka Tengah, carried out by Ibu S and Bapak JU, respectively, received various student responses. For example, student Y, the form of portfolio assignments is not a problem for him, but when form working on portfolio assignments in groups becomes, his enthusiasm drops because there is a phenomenon where students expect each other when working on portfolio assignments.

The implementation of the portfolio assessment carried out by Ibu S and Bapak JU, respectively, history teachers at SMA Negeri 1 Mawasangka Tengah and SMA Negeri 2 Mawasangka Tengah had several obstacles caused by phenomena that could not be predicted. Based on the portfolio assessment guidebook describes the obstacles that can occur in portfolio assessment in the following conditions: (a) If the teacher tends to show only final achievements; (b) If teachers and students are trapped in a top-down relationship, the initiative and creativity of students will be lost; (c) Provision of task formats that are used in a whole and too detailed way makes students fall into a rigid atmosphere and kills creativity; and (d) If having students can take up time and require adequate file storage space. The constraints

on the portfolio assessment guide were then felt by Ibu S and Bapak JU when carrying out the portfolio assessment. Based on field notes, Ibu S had difficulty checking all portfolios of class XI students with details of 4 science and social studies classes and a total of 119 students. Therefore Ibu S always set aside her time to repay students' work in installments.

According to Arifin (2012), portfolio assessment has advantages and disadvantages. The advantages of portfolio assessment include: (1) Being able to see the growth and development of student's abilities from time to time based on feedback and self-reflection; (2) Helping teachers make assessments in a fair, objective, transparent, and accountable manner without reducing creativity of students in class; (3) Invite students to learn to be responsible for what they have done both in class and outside classroom in the context of implementing learning programs; and (4) Increasing active participation of students in learning and assessment activities. The disadvantages of portfolio assessment include: (1) Requires extra time and work; (2) Portfolio assessment is considered less reliable than other forms of assessment; (3) There is a tendency for teachers only to pay attention to final achievements so that assessment process gets less attention; and (4) if teacher carries out teacher-oriented learning process it is likely that initiative and creativity of students will be shackled so that portfolio assessment cannot be carried out properly. Bapak JU and Ibu S conducted an assessment of student portfolios. They had the flexibility and could modify assessment criteria and indicators so that it could result in teacher inconsistencies in making assessments because each form of the portfolio would have different criteria and indicators.

CONCLUSION

The implementation of portfolio assessment in history learning at SMA Negeri 1 Mawasangka Tengah and SMA Negeri 2 Mawasangka Tengah has 3 phases: lesson planning, learning implementation, and learning evaluation. In portfolio assessment, the most attention is given to the assessment indicators, the principles of assessment, and the functions and objectives in portfolio assessment so that the development of student's abilities and talents can be properly monitored. The implementation of portfolio assessment in history learning at SMA Negeri 1 Mawasangka Tengah and SMA Negeri 2 Mawasangka Tengah received various responses from students.

For the implementation of portfolio assessment in history learning at SMA Negeri 1 Mawasangka Tengah and SMA Negeri 2 Mawasangka Tengah, which is still not optimal, some suggestions are needed as material for consideration in order to improve portfolio assessment in the future. Suggestions for the optimal implementation of portfolio assessment in history learning include: (1) For schools, schools should pay more attention to the conditions of students in the learning process in class; (2) For teachers, teachers can equip themselves with sufficient

literacy regarding learning assessment including portfolio assessment; and (3) For students, students must learn to love and foster a sense of nationalism and patriotism through learning history.

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