

## Implementation of The Use of Portfolio Assessment In Learning Writing Skill at Vocational School

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### Informasi Artikel

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### Abstract

*This research aims to analyze the implementation of the use of portfolio assessment in learning to write at the vocational school level in Bogor district. The method used in this research is a descriptive qualitative method, as the research subject for teachers and students. The instruments and data collection techniques used consisted of interviews, observation and documentation. The data analysis technique uses the Milles and Huberman model theory which consists of data collection, data reduction, data display and conclusions. The research results show that Bogor district vocational school teachers have used portfolio assessment in writing learning activities. This was obtained from the results of interviews, observations and documents of teachers who had carried out the portfolio assessment stage in learning to write quite well but not yet optimally. There are still several steps that have not been implemented by teachers in the form of obstacles in providing reviews and reflections on students' assignment results due to time constraints.*

### Abstrak

Penelitian ini bertujuan untuk menganalisis implementasi penggunaan asesmen portofolio dalam pembelajaran menulis pada tingkat sekolah menengah kejuruan di kabupaten bogor. Metode yang digunakan dalam penelitian ini adalah metode deskriptif kualitatif, dengan subjek penelitian guru dan siswa. Instrumen dan teknik pengumpulan data yang digunakan terdiri dari wawancara, observasi dan dokumentasi. Teknik analisis data menggunakan teori model Milles dan Huberman yang terdiri dari pengumpulan data, reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa guru SMK Kabupaten Bogor telah menggunakan penilaian portofolio dalam kegiatan pembelajaran menulis. Hal ini diperoleh dari hasil wawancara, observasi dan dokumen terhadap guru yang telah melakukan tahap penilaian portofolio dalam pembelajaran menulis cukup baik namun belum maksimal. Masih terdapat beberapa langkah yang belum dilaksanakan oleh guru berupa kendala dalam memberikan review dan refleksi hasil tugas siswa karena keterbatasan waktu.

**Kata Kunci:** Penilaian Portofolio, Keterampilan Menulis, Sekolah Kejuruan

### INTRODUCTION

Curriculum, learning process, and assessment are the three key elements of learning. These three components are interconnected. Teachers must master these three parts proportionally. The current curriculum changes have a big influence on success ((Nuraeni, 2019). The implementation of the curriculum indicates that quality education is taking place, including the emergence of the Merdeka curriculum. The implementation of the Merdeka curriculum is the hope that students can grow and develop with the potential that students have in the Merdeka curriculum. learning that is centered on students and teachers only as facilitators. With an independent curriculum, it is hoped that students can develop according to their potential and abilities and receive critical, quality, expressive, applicable, varied and progressive learning (Fauzi, 2022). communicate to all elements of education to establish cooperation, strong commitment, seriousness and practical implementation from all parties.

The implementation of the Merdeka curriculum makes it easy for educators at both primary and secondary levels. Among the conveniences that can be implemented by teachers is the implementation of evaluations or assessments. Assessment is an ability that can be achieved by students after carrying

out learning activities in the classroom ((Hasil et al., 2023). Therefore, a teacher must carry out assessment in learning, namely as a data acquisition tool aimed at improving the quality of learning. In this way, teachers can find out the effectiveness of learning that has been implemented in terms of materials, media and learning methods.

Assessment is an important part of the teaching and learning process in the classroom. By carrying out assessment activities teachers can find out student development including learning outcomes, talents, interests, social relationships, attitudes and student personality. There is no process of teaching and learning activities that does not carry out assessments, because assessment aims to determine the effectiveness of learning activities from the beginning of the semester to the end of learning in the form of test and non-test assessments (Mahardika, 2018)

One form of assessment that is appropriate and that we can implement in the Merdeka curriculum is portfolio assessment. Portfolio assessment is in line with the Merdeka curriculum which prioritizes based assessment *student-oriented*. student-centered learning process. As a teacher who has professional competence, he must have the skills to evaluate and assess students so that assessments can be achieved in affective, cognitive and psychomotor aspects. Portfolio assessment is the value of individual student work over a certain period of time which is collected and assessed by the teacher which covers the cognitive, affective and psychomotor domains (Maulina & Hazilina, 2022). Therefore, portfolio assessments can be used for various purposes: (1) documenting student progress over a certain period of time, (2) identifying areas that need improvement, (3) generating self-confidence and motivation to learn. This portfolio assessment not only measures student learning outcomes, but also provides clearer information about the learning process (Zainul, 2001) in (Chairunisa, 2018). By assessing portfolios for students, students can be responsible for storing the results of their work properly. With a portfolio, students can find out how their own performance has improved and their history, so they can calculate the efforts they need to improve over time (Anggreni et al., 2020).

Portfolios also function to determine the development of students' knowledge and abilities in certain subjects, as well as the growth of students' abilities. In practice, portfolios are based on 4 educational pillars, namely *learning todo*, *learning to know*, *learning to be*, *learning to live, together*, *learning to do* so that students are able to take action to enrich their learning experience by increasing interaction with the social and cultural environment. *Learning to know* Students can build understanding and knowledge of the world around them. *Learning to be* Students are able to build knowledge and confidence. *Learning to live together* students can interact and form positive personalities and attitudes towards diversity (Magdalena et al., 2023)

Indonesian language learning is literacy learning for various communication purposes in the Indonesian socio-cultural context. Literacy skills are developed into learning to listen, read and view, write, speak and present for various purposes. These four skills are related to each other. Among these four skills, listening and reading are receptive skills, while speaking and writing skills are productive skills.

Writing is an activity that is able to express ideas and express thoughts in written form so that it is understood by other people ((Waruwu, 2022). With good writing skills, students can share ideas, views, opinions and ideas about various things in a productive, interesting, and easy to understand way. However, writing skills are skills that are difficult to master because writing is a very complicated cognitive process (Sibarani, 2015). Elementary, middle and high school teaching writing skills is a necessity where writing skills are one of the skills that students must have, because the skills to be achieved in the teaching and learning process are choosing an interactive and student teaching approach -centered and using appropriate judgment (Amalia, 2023).

One form of assessing writing skills in the independent curriculum is by using a portfolio to see the development and improvement of writing skills periodically. Based on the results of initial

observations and discussions with several teachers and colleagues, information was obtained that students' writing abilities had not yet reached the standard. The low ability to write is influenced by several factors, including: students' lack of understanding of the material, difficulty in determining themes and turning ideas into interesting writing, lack of understanding of EYD guidelines, as well as teachers applying learning methods that are less innovative and guided routine exercises that teachers pay little attention to.

Based on the background that has been written, the limitation of the problem in this research is the scope of using portfolios in assessing writing skills at the vocational school level. Therefore, this research is proposed with the title "Implementation of the use of portfolio assessment in learning to write at the vocational school level

## **METHOD**

This type of research data uses a qualitative research approach with descriptive methods. This research was conducted at a vocational school majoring in office technology in Bogor district. The method used in this research is a qualitative descriptive method. The type of qualitative descriptive research used in this research is intended to obtain data or information regarding the analysis of the use of portfolio assessment in assessing writing learning in class X in an in-depth and comprehensive manner.

The research data source comes from primary data obtained directly from the research site in the form of portfolios of students and teachers who are research subjects in this research. The research instruments used in the research consist of observation guidelines and interview guidelines. The observation guide is in the form of a checklist regarding various assessment documents and student portfolios. The interview guide consists of a list of questions related to the use of portfolio assessment.

Data collection techniques in this research include observation, interviews and documentation.

1. Observation is used to observe various assessment documents carried out by teachers and also assignments made by students during learning.
2. Interviews are used to find out more in-depth things about respondents/research participants, as well as to interpret situations and phenomena that cannot be found through observation.
3. Documentation, documents in this research include types of documents that researchers can use in connection with research data, which can be in the form of notes or other documents.

Then photos as documentation that supports evidence of research implementation and obtaining other data to complete the research data. The qualitative data analysis technique used in this research uses the data analysis technique modeled by Miles and Huberman (1984) in Sugiyono (2019:438). Qualitative analysis technique is carried out by collecting data through interviews, observation and documentation studies. Then the data that has been collected is reduced and presented to draw conclusions.

## **RESULTS AND DISCUSSION**

### **Results**

The focus of the research in this section is the use of portfolio assessment in vocational high schools in Bogor district. Things observed include the implementation of writing activities, portfolio content assessment criteria, portfolio assessment techniques and the form of portfolio presentation.

1. Implementation of writing activities based on the results of observations and observations made by researchers, starting with the observing *stage*, students are asked to observe, see and read examples of expository texts along with their characteristics, linguistic rules and text structure. *Questioning stage*, the teacher gives students the opportunity to ask questions about the learning material. *Information gathering stage*, teachers give students to explore to get data, problems, or information as a learning resource. *level of associating*, the teacher directs students to process the data that has been collected through discussion. After that, the teacher guides students to draw conclusions from the data that has been generated. *Communicating stage*, the teacher guides students to present the results of the writing that has been prepared either in groups or individually.
2. Criteria for assessing portfolio content are based on interviews and observations. The assessment criteria used by teachers are not developed by teachers but are taken from textbooks and LDKS. The teacher also does not involve students in assessing the contents of the portfolio, the teacher only asks students to immediately submit their completed writing assignments for submission. In terms of participation, they carry out a joint assessment when checking answers and writing down correct answers by giving a score ranging between 60 - 100 in accordance with the minimum completeness criteria (KKM). For other assignment grades the teacher does not involve students. All assignments and test results that have been given grades are then compiled and entered into the score register book. The development of assessment criteria is integrated into the syllabus, learning tools which contain: annual program, semester program of learning achievements and flow of learning objectives. Details of the development of the assessment system which are integrated into the syllabus, namely containing educational units, themes/subthemes, classes, learning outcomes, flow of learning objectives, Pancasila profile of main material, time allocation, learning resources and assessment. Assessment includes the type of assignment bill, assessment criteria and assessment sheet. In making the syllabus and assessment system it is guided by the current curriculum.
3. Portfolio assessment techniques that teachers usually use in learning consist of tests and non-tests. Tests are used to assess knowledge and non-tests are used to assess students' skills or performance. The form of test assessment is obtained from the results of formative scores and summative scores. Formative tests are held after completing one basic competency, while summative tests are carried out at the end of the semester. The resulting scores are recorded in the teacher's score register book and summarized in a recapitulation of students' individual scores by writing down the basic competencies of the material, test implementation, the average scores obtained by students from formative and summative tests to be documented in their respective portfolios. Collection of structured assignments in the form of a collection of student work exercises in carrying out writing assignments aimed at mastering the material and improving writing skills
4. Presentation of portfolios Portfolios developed by teachers are used to see student learning progress and determine how well students have mastered competencies. The preparation of the portfolio is carried out after the student's assignments have been corrected and assessed, so the preparation time is uncertain. In preparing it, the teacher involves students by doing *self-assessment*. Students are invited to determine portfolio assessment criteria in accordance with the rules for writing and preparing assessment rubrics, knowledge assessment, attitude assessment and skills assessment, so that students know and try their best to carry out assignments with the agreed portfolio assessment. Based on the results of observations, the form of portfolio presentation is in the form *portfolio archive* which contains writing assignments carried out by students during learning. Assignments that have been collected for completeness of documents and content are only given an identity but do not contain notes or reflections made by the teacher due to time constraints.

## Discussion

Based on the results of interviews, observations and findings at the research location, Nurul Hikmah Vocational School teachers, especially Indonesian language teachers, have carried out portfolio assessments in learning. The use of portfolio assessments developed by teachers in implementing writing activities that have been carried out, begins with the observing *stage*, students are asked to observe, see and read examples of texts related to teaching material along with characteristics, linguistic rules and text structures. *Questioning stage*, the teacher gives students the opportunity to ask questions about the learning material.

*Information gathering stage*, teachers give students to explore to get data, problems, or information as a learning resource. *level of associating*, the teacher directs students to process the data that has been collected through discussion. After that, the teacher guides students to draw conclusions from the data that has been generated. *Communicating stage*, the teacher guides students to present the results of the writing that has been prepared either in groups or individually. The assignment material provided by the teacher is in accordance with the material on the ATP and also the CP used.

This shows that teachers in giving portfolio assignments to students consider the suitability of the assignment with the material and basic competencies, so that they can describe students' abilities and learning outcomes in accordance with the specified competencies. The function of a portfolio is not only a place to store students' work results, but is a source of information for teachers and students. Portfolio assessment can also be used as a teaching tool which is a component of the curriculum. The contents of the portfolio created must show the development of students' abilities in accordance with established competency standards (Sudrajat, 2016).

The criteria for assessing the contents of the assessment portfolio used by the teacher determine the type of bill and the form of the instrument used. The development of assessment criteria is integrated into the syllabus and learning tools. However, in carrying out assessments, teachers are only guided by existing textbook instrument books. Teachers should develop assessment instruments based on the existing syllabus and involve students in the assessment process so that students can know their strengths and weaknesses in learning.

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The completeness of the contents of the portfolio developed by the teacher is not complete because the teacher has not carried out reflection activities and recorded the results of the reflection/review of the results of the students' portfolio assignments. The form of portfolio presentation carried out by the teacher is in the form of a portfolio *archive*, namely the collection of writing assignments carried out by students during learning. Assignments that have been collected for completeness of documents and content are only given an identity but do not contain notes or reflections made by the teacher due to time constraints. This illustrates that teachers' readiness in using portfolio assessments in learning is still not yet mature so that the implementation of portfolio assessments carried out by teachers is less than optimal.

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### **Recommendations for Improvement**

To enhance the effectiveness and completeness of portfolio assessments, several steps can be taken:

1. **Professional Development:** Teachers should receive training and professional development on the creation, implementation, and assessment of portfolios. This will help them to understand best practices and integrate reflective activities effectively.
2. **Time Management:** Schools should allocate sufficient time for teachers to engage in the development and reflection of portfolio contents. This might involve adjusting schedules or providing dedicated periods for portfolio-related activities.
3. **Student Involvement:** Increase the involvement of students in the assessment process. By engaging students in self-assessment and peer-assessment activities, they become more aware of their learning progress and areas needing improvement.
4. **Reflective Practices:** Encourage teachers to include reflective notes and feedback on student assignments within the portfolio. This can be facilitated by setting aside regular intervals for teachers to review and reflect on student work.
5. **Integration with Technology:** Utilize digital tools and platforms that can streamline the portfolio creation and assessment process. Digital portfolios can be easier to manage, allow for more dynamic content (like multimedia), and provide a platform for ongoing reflection and feedback.
6. **Collaboration and Sharing:** Establish a culture of collaboration among teachers to share effective portfolio strategies and examples. This can be done through regular meetings, workshops, or online forums.

By addressing these areas, the use of portfolios in assessment can be more comprehensive, reflective, and ultimately beneficial for both teachers and students. This approach will not only improve the quality of assessments but also foster a more engaging and insightful learning environment.

## CONCLUSIONS

Based on the research that has been conducted, it can be concluded that the teachers at Nurul Hikmah Vocational School have implemented portfolio assessments in their learning assessments. Even though the use of portfolio assessment is not optimal, teachers are quite good at developing portfolio content, assessment criteria, assessment techniques and also presenting student portfolios. The contents of the portfolio developed by the teacher are in the form of test results, daily assignments, practice questions, creating works, conducting experiments and also carrying out observation activities. All portfolio assignments carried out by students are in accordance with the specified competencies.

The assessment criteria used by teachers come from the teacher's handbook. The assessment techniques commonly used by teachers are tests to assess knowledge and non-tests to assess student performance results. All portfolio assignments carried out by students are presented in the Form *portfolio archive*. In the form of a collection of assignments in book form. The book contains daily tasks carried out by students during learning. However, the shortcomings of the portfolio assessment carried out by the teacher are that the teacher has not given students the opportunity to correct their portfolio assignments and the teacher has not reflected in the portfolio assessment.

Based on the conclusions above, the suggestions that can be given by researchers to teachers are expected to be better prepared in carrying out portfolio assessments in learning assessment and teachers need to reflect on each portfolio assignment that students do, so that students know their strengths and weaknesses in learning and for researchers. Next, expect to be more in-depth in carrying out data collection and data analysis

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