

The implementation of portfolio assessment in assessing integrated social science learning results of inclusion basic school

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Abstract. With the background of the importance of an assessment system that can measure students' abilities cognitively, affective, and psychomotor, an assessment is needed that can measure student learning outcomes which can not only be measured by scores through written tests but so that the quality of Integrated Social Studies learning can develop better required a portfolio assessment which is part of the class assessment. This study aims to examine the use of portfolio assessment as an alternative to classroom assessment in the Integrated Social Studies learning process in inclusive elementary schools by using qualitative research methods and case study designs. This research was conducted from February to June 2018 in five inclusive elementary schools in Sleman Regency. The results in this study are: (1) conceptually the teacher has understood the portfolio assessment, (2) the resulting planning designed by the teacher is a learning tool in the form of a syllabus, lesson plans, instruments, and assessment system, (3) the teacher is able to develop and carry out a portfolio assessment with well, (4) produced national or international journal articles.

1. Introduction

There are many reasons behind the Integrated ISS education which have not been able to produce the expected results. The causative factors can originate from the curriculum, design, implementation, implementation of learning support factors. With regard to the curriculum and social studies learning design, integrated several studies provide an overview of these conditions. Research results from Balitbang, Depdiknas in 2006 stated that the curriculum was not structured based on basic competencies but on the material so that the curriculum contained many theoretical concepts [4]. The results of the evaluation of the Integrated Social Studies curriculum for Inclusion Elementary Schools in 2013 illustrate the gap in the readiness of students with the weight of the material so that the material presented is it is considered too difficult for students, the gap between material demands with learning facilities and resource books, time management difficulties and the limited ability to reform teaching methods [3].

In implementing the material found Integrated ISS emphasizes the aspect of knowledge, is teacher-centered, directs material in the form of information that does not develop value thinking, and only forms a culture of memorizing and not critical thinking. In the implementation of Sumantri, MN assessed that Integrated Social Studies learning was very tedious because the presentation was monotonous and expository so that students were less enthusiastic and resulted in less interesting

lessons even though Integrated ISS teachers were obliged to try to optimally grab student interest. because interest is the main capital for the success of Integrated ISS learning [1].

Integrated Social Science is an integrated study material that is a simplification, adaptation, selection, and modification organized from the concepts and skills of History, Geography, Sociology, Anthropology, and Economics [2]. Geography, History, and Anthropology are disciplines that have high integration. Geography Learning provides insight regarding events with regions, while History provides unanimity with regard to events from various periods. Anthropology includes comparative studies relating to belief values, social structures, economic activities, political organization, expressions and spirituality, technology, and cultural objects of selected cultures. Economics belongs to the science of policy in activities related to decision making. Sociology is the knowledge of behavior such as the concept of roles, groups, institutions, interaction processes, and social control.

Thus Integrated IPS Education in elementary schools is a social science discipline as presented at the secondary and university levels, only because of the consideration of the level of intelligence, mental maturity of students, the educational materials are simplified, selected, adapted, and modified for institutional purposes [6]. The main purpose of Integrated Social Science is to develop the potential of students to be sensitive to social problems that occur in society, to have a positive mental attitude towards correcting all imbalances that occur, and to be skilled in overcoming every problem that occurs daily, whether that befalls themselves or those afflict society.

This goal can be achieved when the Integrated Social Studies learning programs in schools are well organized. The formulation of these objectives can be detailed as follows: (1) having awareness and concern for the community or its environment, through understanding the historical values and culture of the community; (2) know and understand basic concepts, and be able to use methods adapted from the social sciences which can then be used to solve social problems; (3) able to use models and thought processes and make decisions to resolve issues and problems that develop in society; (4) paying attention to social issues and problems, and being able to make critical analysis, then being able to take appropriate action; (5) able to develop various potentials so as to be able to build oneself to survive which is then responsible for building society [7].

With such essence, the scope of the substance of the IPS in the KBK is determined to include: social systems (sociology); natural phenomena and life (Geography); resources and welfare (Economy); culture (Anthropology); time, continuity, and change (History); and changes in society (Sociology and Anthropology) [5]. Furthermore, Wahab explains that social studies must be able to achieve the goal of developing the competence of citizens to have knowledge of human experiences in the past, present, and future; develop information processing skills; develop true beliefs and values, and developing social participation [22].

Meanwhile, in the practice of learning social knowledge, integrating independent, participatory, and cooperative learning models in social policy-based social studies learning steps can be carried out, including: (1) public policy orientation; (2) identify social problems in the environment; (3) extracting information from various learning sources; (4) developing policy alternatives; (5) proposes class policies; (6) develop a plan of action; (7) developing class portfolios and documentation; (8) portfolio presentation; and (9) reflecting on learning experiences [21]. Social studies learning should be able to prepare, foster, and shape the abilities of students who master the knowledge, attitudes, values , and basic skills needed for life in society. The quality and success of learning are strongly influenced by the ability and accuracy of teachers in choosing and using learning methods [8].

Teacher learning design should be directed and focused in accordance with the conditions of the development of the potential of students so that the learning they do is truly useful and beneficial to students [17]. Thus, social studies education learning should be directed at efforts to develop a conducive climate for students to learn as well as train their knowledge, attitudes, values , and skills during learning. Through the subject of Social Sciences, students are directed to become citizens of Indonesia who are democratic, responsible, and citizens of the world who love peace.

Social studies learning aims to form citizens who are socially capable and believe in their own lives amidst physical and social strength, which in turn will become good and responsible citizens.

From the quotation above, it can be concluded that Social Science (SS) learning has an important role in directing children to become Indonesian citizens who are democratic, responsible, and citizens of the world who love peace [9]. It needs to underline that portfolios are not only a tool for storing authentic data for assessment, more than that, but portfolios are also an approach to teaching and assessment models. Portfolios are not something new or meaningless concepts, because using a portfolio is largely determined by who does it and what their expectations or goals are [10].

A collection of evidence can be said to be a portfolio if it has been designed in a planned and deliberate manner through the direct experience of the students [11]. In other words, a portfolio can be said to be a procedure for assessing learning outcomes through experience, which is known as experiential learning outcomes (HBMP). In contrast to other assessments, the involvement of students in portfolio assessment is something that must be done. Principles that need to be considered and used as guidelines in the use of portfolio assessment, including (a) mutual trust, (b) mutual confidentiality, (c) common property, (d) satisfaction and suitability, (e) culture creation teaching, (f) joint reflection, (g) process and results [12].

There are five characteristics of portfolio assessment, namely: structure, documentation, note-taking, collaboration, and reflective notes. Structure helps students determine what kinds of facts are involved [13]. Documentation of learning outcomes is to describe the evolution of learning. Selectively recording test results and performance during testing. Collaboration with other people is a process of training and collaboration. Reflective note, there is a note of each part of the fact accompanied by an explanation.

The characteristics of portfolios are: (a) describing the development of children's progress in one area more comprehensively, (b) providing opportunities for children to choose and conduct self-evaluations, (c) as authentic evidence describing their ability children's learning, (d) increasing self-reflection and student self-assessment, (e) As a tool in the teaching and learning process that extends and facilitates dialogue between teachers and students [14].

The characteristics of portfolio assessment are: (a) an assessment that demands to show the results of a collaboration between teachers and students, (b) portfolio assessment is not just a collection of student work but the most important thing is that there is a selection process based on criteria (c) the portfolio assessment collects students' work overtime. Collection of these works used by students to reflect so that in the process the portfolio assessment is a self-assessment that allows students to recognize their own strengths and weaknesses, (d) the criteria for assessing the work must be clear to the student teacher and applied consistently [15].

The core in the paradigm of inclusive education lies in the education service delivery system which recognizes the diversity and its philosophy is to respect the differences of all children. The differences that are owned by all individuals do not hinder the fulfillment of education for them, for this reason, an inclusive education system is formed that is able to accept all the diversity that all children have. Education is a right that is owned by all individuals since they are born, even though the circumstances of each individual are different, the fulfillment of proper education must still be given to all individuals [16].

Study of equalization and expansion of education is one of the most important pillars in an effort to realize quality human resources (HR). The goal of creating quality human resources is in line with the portfolio assessment development program. It should be realized by all parties that improving the quality of early-age SBK HR is something that cannot be postponed in order to improve the nation's competitiveness [18].

2. Method

This study uses a qualitative approach with a naturalistic case study method design. Subjects in this study were teachers who taught Integrated Social Studies at Inclusive Elementary Schools in Sleman Regency, Yogyakarta Special Province. The data collection in this study was carried out using a questionnaire instrument, observation guidelines, interview guidelines, and documentation study.

The data obtained were analyzed qualitatively, by means of data reduction, data display, and drawing conclusions and verification.

3. Research Findings And Discussion

3.1. Teacher Understanding of Portfolio Assessment

Based on the results of the interview, it shows that the teacher has understood the basic concepts of portfolio assessment, where the teacher is able to identify the objectives of portfolio assessment before applying them in Integrated IPS learning, besides that it is also seen that the teacher has understood the portfolio components that will be used in determining the contents of the portfolio, from the results of the interview it is also seen that the teacher has a special format in determining the selection of portfolios that students collect, the teacher also understands that in the application of portfolio assessment must determine the focus of the assessment, the teacher also understands the importance of determining the assessment criteria that will be used to assess student portfolios and has also determined the form of reporting which will be used to report student progress in the learning process to related parties, and the teacher has understood the importance of using portfolio assessment in the learning process, especially Integrated IPS learning.

3.2. Teachers in Carrying Out Portfolio Assessments

Based on the results of observations during the preparation stage, it appears that teachers in inclusive elementary schools have identified learning objectives that will be assessed with a portfolio assessment that can be seen at the early stages of learning. In the preparation stage, it is also seen that they have communicated the implementation of the portfolio assessment to students and explained the types of tasks that will be used in the portfolio assessment. The next process is seen by the teacher explaining the assessment criteria that will be used to assess student portfolios, but the results of observations in the five inclusive elementary schools do not show that the teacher explains the assessment criteria to students.

3.3. Discussion

The process of implementing portfolio assessment can run well if the teacher has a good understanding of conceptually related to portfolio assessment. There are several stages that must be understood by teachers in implementing portfolios, including determining portfolio objectives, determining portfolio content, determining assessment criteria, determining assessment formats, observing and assessing portfolios, selecting, determining methods for estimating and reporting the position of students in the ability map [19].

After the teacher understands the conceptual portfolio assessment, the teacher has a better plan in designing the syllabus, lesson plans, and assessment instruments that will be used to apply portfolio assessment in Integrated IPS learning in particular. In order for the use of portfolios to be directed, six steps for portfolio planning are needed, namely determining the focus of the portfolio, determining the aspects of the content being assessed, determining the form of portfolio composition, determining the use of portfolios, determining how to assess portfolios and determining the use of rubrics [20].

4. Conclusion

Based on the results of data analysis, the teacher's understanding of the portfolio assessment obtained by the researcher through interviews with teachers in five Inclusive Elementary Schools in Sleman Regency, it was found that the teacher had understood the concept of portfolio assessment. Where it appears that the teacher has been able to identify the purpose of using portfolio assessment, understands the contents of the portfolio that will be applied to students and also has understood the portfolio model evaluation procedure, has set the focus of assessment, and understands the position of portfolio assessment in Integrated IPS learning. However, teachers still do not understand in determining the assessment criteria and the form of reports from student portfolios that should make it easier for teachers to monitor student progress.

The results of observations made to see the implementation of the portfolio assessment that had been carried out on five inclusive primary schools in Sleman Regency, it is seen that the process of carrying out portfolio assessments in inclusive elementary schools is better than in schools in general, which shows the preparation of teachers before implementing portfolios. In its implementation, it was also seen that the teacher had applied the principles of portfolio assessment well, where the teacher involved students in discussing the types of data that had to be collected, and had also set the focus of assessment both individually and in groups, but in the five inclusive elementary schools did not understand portfolio assessment in a manner conceptual, where it appears that the percentage of use of portfolio assessments for Integrated Social Studies subjects is less than other assessments, besides that currently teachers do not have specific rubrics and assessment criteria for portfolio assessment.cknowledgment.

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