

The Importance of the Portfolio Assessment Model to Improve Student's Self-Regulated Learning

Defika Putri Nastiti¹, Sigit Santoso², Sudyanto³

^{1,2,3}Magister Pendidikan Ekonomi, Pascasarjana Universitas Sebelas Maret

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ABSTRACT

The purpose of this research is to develop a portfolio assessment model to increase the self-regulated learning of students. With this product, it is hoped that it can become a reference for transformation from traditional assessments to increase self-regulated learning and achieve good learning outcomes. This research is development research to produce a product portfolio model. The results of the research that has been done, show that teachers at MAN 1 Bandar Lampung have difficulty in assessing the appropriate assessment for students and self-regulated learning students. Teachers have not been able to assess things other than traditional assessments, which only judge from the results and results of the exam so that students can evaluate the learning and assessments that have been done. This condition also affects the low self-regulated learning of students from students who rarely archive what has been given by the teacher. The portfolio assessment model has not been implemented in schools so that teachers and students expect a portfolio model so that it can increase the self-regulated learning of students. This research produces a portfolio assessment model and shows a very well-designed and relevant portfolio assessment model in economics learning.

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Corresponding Author:

Defika Putri Nastiti

Program Studi Magister Pendidikan Ekonomi,

Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sebelas Maret

Jalan Ir. Sutami No. 36, Kentingan, Kec. Jebres, Kota Surakarta, Jawa Tengah, Indonesia.

Email: defikaputrinastiti@student.uns.ac.id

1. INTRODUCTION

Economics learning is one of the dynamic learning and is often found in the daily life of students. Concepts about the needs of human life, priority scale, financial literacy, prices, supply, demand, profit, scarcity of resources are things that are encountered in economic activities and are taught in economics subjects at the formal education level. So in connection with this, economics subjects must be taught according to the needs of students to face the challenges that will be encountered in the future. This is in line with one of the objectives of economic learning as stated in government regulation no. 21 of 2016 concerning content standards, namely forming responsible, wise, and rational by having knowledge and skills in economics that are beneficial for oneself, household, society, and also the State.

About 75% of students in four of California's major schools say they don't like the economy, according to a study by Mergendoller et al (2006:3). This is because they feel that economics is a difficult subject. As well research conducted in Indonesia by Wijayanti (2013: 4) stated that at first they quite liked basic economics which studied consumer and producer behavior, but when the economy began to enter accounting material, they began

to feel difficult. This causes students who do not like economics to be constrained in their ability to carry out economic activities in the real world, resulting in lower study success rates.

Economic learning must also meet the learning objectives contained in the educational target area, as previously mentioned, to achieve the stated goals. Benjamin S. Bloom (2013: 26-27) states that the educational goals of students should be classified into three categories: (1) thinking processes (cognitive domain); (2) the realm of values or attitudes (affective domain); and (3) skill domain (psychomotor domain). The era of the fourth industrial revolution is now upon us. At this time the education sector encourages the development of a more personal way of learning so that the self-regulated of students' learning and unique approaches to learning are prioritized, so evaluating learning outcomes in the affective domain in economic learning is believed to have a more important role for students. In this regard, the concept of education and a broader policy agenda, such as improving student educational experiences and outcomes through student-centered learning approaches that personalize learning and empower students to have learning processes, are related to self-regulated learning (Meyer et al, 2008: 134).

The results of low self-regulated learning occur because the learning objectives that take place are not specific, leading to increasing self-regulated learning, so it is the teacher's task to increase student self-regulated learning in the future. The desire of students who have a high degree of freedom in their studies can encourage student self-discipline and self-determination. The learning process and learning environment need to be structured in such a way as to enable students to practice the required skills, apply them in different situations and evaluate the results of self-regulated learning. This has implications for "student and teacher readiness" for self-regulated learning (Livingston et al., 2004: 86). Teachers must have the will and skills to change the way they relate to students, starting from paying attention to students' initial self-regulated, teaching materials used, learning, scenarios or syntax, and learning assessments.

The use of alternative tests and assessments that are in line with the 2013 curriculum, is one-way teachers can try to change teaching methods and encourage self-regulated learning in students. To pass a test, a person must answer a series of questions, respond to them, or complete an assignment given to him. Multiple-choice tests, matchmaking tests, completion tests, true-false tests, and short answer tests are part of the exam. Assessment based on observation, reasoning, experimentation, and networking is known as an authentic alternative assessment. Authentic assessment, on the other hand, allows students to demonstrate their ability to truly learn, which is closely related to increased self-regulated learning.

Project appraisal, performance appraisal, and portfolio appraisal are examples of authentic appraisal. Conducting project appraisals by deadlines is referred to as "Project Appraisals." Students complete the task in question by conducting an investigation, starting with planning, collecting data, organizing, processing, analyzing, and presenting data. Student participation, especially in the evaluation process and aspects, is an important part of performance appraisal. A teacher can easily fulfill this job by asking students to select project pieces or assignments that they will use to determine completion criteria. Of all the alternative assessments described, portfolio assessment becomes an alternative assessment that can increase self-regulated learning, because according to Blerkom (2018: 160) portfolio assessment can be adjusted to the needs of each student. All students in the class can be managed and shared educational goals and objectives can be measured at the same time. The assessment tests, which have been used by most schools in Indonesia, have not been able to maximally achieve self-regulated learning goals or increase self-regulated learning. However, individual portfolios are created for each student according to their goals and objectives. Overall, portfolio assessment is an evaluation that requires students to show the results of their work to assess their abilities as individuals. In portfolio assessment, the selection process is based on criteria and the collection of students over time, not just collecting student work.

The lack of portfolio assessment at MAN 1 Bandar Lampung can be seen from observations and interviews with the school's economics teacher. There is no teacher follow-up, so students cannot find out where the evaluation error is. The conventional type of test (description) is still commonly used in-field assessments. Field observations show that very few teachers give homework, mark and evaluate it, and then share it with their students. Although some teachers distribute grades to students, students rarely collect and document them in a folder or certain place.

It is useful for teachers and students to collect and record information about students' strengths and weaknesses. Teachers can use this information to improve their teaching methods, while students can use this information for self-assessment and self-reflection. Quality and quantity of effort, as well as progress towards learning objectives. Portfolio assessment, according to Blerkom (2018:161), offers follow-up material for students who have completed their work, enabling instructors and students to strengthen their talents. Portfolios can be used in the classroom for a variety of purposes, including understanding student progress, documenting ongoing learning, focusing on student best performance, increasing learning effectiveness, exchanging information with parents/guardians and other teachers, and promoting positive student attitudes. self-concept (Kuseri, 2014: 127).

The formulation of the research problem is as follows: (1) How to design and develop a portfolio assessment method and product to increase students' self-regulated learning; (2) How to produce a portfolio assessment that

can increase students' self-regulated learning so that students can be responsible for making decisions related to their learning process. It is very possible to apply a portfolio assessment model as a solution to the problem of the low self-regulated learning of students, especially students of MAN 1 Bandar Lampung.

2. RESEARCH AND METHOD

The subjects of this study were all students of class XI MAN 1 Bandar Lampung. The subjects of this study were chosen as the research sample because the students of MAN 1 Bandar Lampung met the criteria, namely by the needs analysis about the assessment model and the availability of facilities and infrastructure that could support the use of the portfolio assessment model. Achievement indicators are based on (1) Data on learning assessment activities, collected using observation; (2) Data about the self-regulated learning of students, collected using a self-regulated learning questionnaire; (3) Data on teacher and student responses to the learning assessment model were collected by interview.

The research is planned to begin with a literature review in the form of theoretical concepts and relevant previous research results. The results of the study became the basis for expressing problems regarding the self-regulated learning of students at MAN 1 Bandar Lampung. To explore the problem, observations were made to schools to find out the actual data in the field. Preliminary data will be collected to describe the factors by the problem of the self-regulated learning of students. The results of this stage provide instructions for developing a portfolio assessment model to increase the self-regulated learning of students at MAN 1 Bandar Lampung.

3. RESULT AND DISCUSSION

Data from this study were obtained based on a questionnaire that had been distributed to class XI students at MAN 1 Bandar Lampung, data on self-regulated learning was obtained from a self-regulated learning questionnaire, with a Linkert scale model with five answers options. The self-regulated learning questionnaire was distributed to 45 students. The data obtained from the questionnaire is then carried out by data processing. The number of questionnaire instruments distributed by students regarding self-regulated learning was 34 statements. Based on this, the frequency distribution of student self-regulated learning data at MAN 1 Bandar Lampung can be seen in the following table:

Score	Frequency	Percentage	Category
94,65 – 100,8	4	8,9 %	Very High
90,55 – 94,65	8	17,8 %	High
86, 45 - 90,55	7	15,5 %	Moderate
82,35 – 86,45	5	11,1 %	Less
76,25 – 82,35	21	46,7 %	Low

Based on the frequency table for the self-regulated learning category, the very high self-regulated learning category is 8.9%, then the high self-regulated learning category is 17.8%, for 15.5% it is included in the sufficient self-regulated category, then the less self-regulated learning category is 11.1%, and those who have the highest percentage at the low frequency of self-regulated learning are 46.7%. So it can be concluded that self-regulated learning at MAN 1 Bandar Lampung is low.

In this case, as has been studied in the introduction, one of the causes of the low self-regulated learning is due to non-specific learning that leads to learning objectives towards the self-regulated learning of students. So the task of the teacher is to increase the self-regulated learning of students in the future. Because students who have high self-regulated learning will have the will to encourage students to have a strong determination and effort to be able to determine for themselves the steps that must be taken in learning without depending on others. The learning process and learning environment need to be structured in such a way as to enable students to practice the required skills, apply them in different situations and evaluate the results self-regulated. This has implications for "student and teacher readiness" for self-regulated learning (Livingston et al., 2004: 86).

Based on the results of observations and interviews with teachers of economics at MAN 1 Bandar Lampung, it can be seen that portfolio assessment has not been carried out at the school. The assessment carried out is only limited to providing values and marks of right or wrong without any follow-up by the teacher, so that students do not know for sure where the error is. The assessment that is often used in the field still uses the conventional type of test (description). From the results of observations in the field, there are still few teachers who give assignments

that are then corrected and assessed and then returned to students. Although their awesome teachers distribute to students, students rarely collect and document them in a folder or certain place.

Even though this is very useful for teachers and students, the advantage of portfolio assessment according to Blerkom (2018: 162), explains that portfolios can be a good alternative for assessment in classes that focus more on individual educational goals or students' self-regulated learning. Another advantage of portfolios is that they often help students learn how to evaluate their work. Most students are relatively clueless about how to evaluate their work. They are often unsure of what teachers are looking for in sample work and are surprised by the grades they receive. However, in developing portfolios, students work with the help of their teachers developing the criteria by which to evaluate a sample of work. They are expected to eventually be able to see samples of their work, evaluate each sample, and enter their best sample.

From the problems faced by teachers and students in learning economics at MAN 1 Bandar Lampung, both teachers and students hope that there is an assessment other than the assessment used today, namely an alternative assessment that can help teachers and students evaluate assessments so that they can improve their performance. self-regulated learning. To overcome this, this research provides a solution by developing a portfolio assessment model to increase self-regulated learning. The portfolio assessment model is expected to be able to solve problems and can also help both teachers and students evaluate the learning outcomes that are taking place so that they can be better in the future.

4. CONCLUSION

Self-regulated learning is a person's desire and expertise to learn actively, with or without the help of others, in determining learning objectives, learning methods, and evaluating learning outcomes (Tahar and Enceng, 2006: 27). It is through this self-regulation process that students systematically activate and encourage their cognitions, behaviors, and sensations (influences) to achieve their learning goals. (Zimmerman, 2002:4). Students who have high self-regulated learning are students who are metacognitive, motivational, and behaviorally active participants in the learning process. Self-regulation in learning also brings students to become masters in their learning. The perspective of self-regulated learning in learning and learning achievement is not only special but also has implications for how teachers should interact with students, and how schools should be organized. The results of data collection through questionnaires show that the self-regulated learning of students at MAN 1 Bandar Lampung is in a low category and the teacher also only evaluates assessments traditionally and has not used alternative assessments. Another alternative assessment model is needed by teachers, especially to increase self-regulated learning. Thus, the portfolio assessment model is considered capable of increasing self-regulated learning so that in the future, teachers and students will receive learning and learning evaluations that support all the abilities and desires of students.

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