IMPROVING ELEMENTARY SCHOOL TEACHER COMPETENCY THROUGH
PORTFOLIO ASSESSMENT IN LOW GRADE
(Study on Development of Thematic Learning Models for 1, 2 and 3 Grade Students at
Public Elementary Schools in Bengkayang Regency)

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Abstract
The purpose of this study was to obtain objective information and clarity regarding Elementary School Teacher Competitions through Low grade Portfolio Assessment. The results of this study indicated that the development of thematic learning models through the assessment of low-grade portfolio by Bengkayang District Elementary school teachers is in a "sufficient" position. The planning of learning model by elementary school teachers in urban areas had an actual score of 495 and an ideal maximum score of 840 or 58.92% with the category "sufficient." In the suburbs, it had an actual score of 334 and an ideal maximum score of 840 or 39.76% with the "enough" category. While in areas outside the urban area have an actual score of 335 and an ideal maximum score of 840 or 39.88% with the category also "sufficient." In each assessment effect, model planning effect in the Urban area obtained an actual total score of 96 ideal maximum score of 144, = 66.67%; At the Suburbs the actual score was 48 ideal scores 144 = 33.44%; while for the Outer Urban area obtained an actual score of 47 ideal scores 144 = 32.64%. The aspect of the preparatory stage for the implementation of the thematic learning model of low-grade portfolio assessment by elementary school teachers in the urban area obtained an actual score of 80 from an ideal maximum score of 120, reaching 66.67%; Suburbs obtained an actual score of 53 ideal scores 120 = 44.16%; Whereas in the out-of-urban effect urban area, the actual score was 52 ideal scores 120 = 43.33%. Implementation Stage Thematic learning model in the assessment of low-grade portfolio in the urban area obtained an actual score of 201 ideal maximum score of 360, = 55.83%; In the suburbs the actual score: 161 ideal scores 360 = 44.72%; while Out of urban the actual score is 162, the ideal score is 360 = 45.00%. The aspect of How to assess thematic learning models in the assessment of low-grade portfolio in the Urban area obtained the total score of 62 ideal maximum scores of 96, = 64.58%; Suburbs actual score 29 ideal score 96 = 30.21%; While out of urban the actual score of 31 was an ideal score of 96 = 32.29%. The aspect of the implication of thematic learning in the assessment of low-grade portfolio in the urban area obtained the number of actual scores of 57 ideal maximum scores of 120, = 47.50%; Suburbs actual score 43 ideal scores 120 = 35.83%; Out of urban the actual score of 43 was an ideal score of 120 = 35.83% of what it should be. For this reason, it was suggested thematic learning model planning for portfolio assessment should continued to be maintained by increasing the ability to compile annual programs, compile semester programs, compile syllabi, compile lesson plans, compile mapping and learning theme networks. The thematic learning model of portfolio assessment was not rigid but flexible, adapts existing situations, and conditions were active, creative, effective, and pleases learners referring to the concept of independent
learning implementation of thematic learning of portfolio assessment by conducting initial activities, core activities, and closing / ending activities. Assessment of the thematic learning model portfolio assessment referred to indicators that have been determined by the education authority. Implications of implementing thematic learning model portfolio assessment was done by giving individual and group assignments by not burdening students, and utilizing and optimizing available learning media.

**Keywords:** Low Grade, Portfolio Assessment, Teacher Competency.

**Introduction**

First, second, and third-grade elementary school students are in the early age range. At that age, all aspects of intelligence development, such as IQ, EQ, and SQ, grow and develop very extraordinary (Ministry of National Education, 2006). The level of development still sees everything as one (holistic). The learning process still depends on concrete objects and direct experience through hands-on and minds-on activities.

Learning activities in elementary school grades one through three for each subject are carried out separately, for example, two hours of science teaching, two hours of social studies, and Indonesian two hours of study. In carrying out its activities conducted subjects purely, i.e., only studying competency standards and basic competencies related to that subject. In accordance with the stages of development of children who still see everything as a whole, learning that presents subjects separately will cause less development of children's thinking power to think holistically and even cause difficulties for the reasoning power of students.

With the implementation of separate learning, problems arise in the low grade (one, two, and three), among others, is the high number of class stays and drop out of school. (Depdiknas, 2006) The grade repetition rates and dropout rates for first-grade elementary school students are much higher compared to the classes above. 1999/2000 data shows that the first-grade repeat rate is 11.6% while in the second class 7.51%, third grade 6.13%, fourth grade 4.64%, fifth grade 3.1%, and sixth grade 0.37%. In the same year, the first-grade dropout rate was 4.22%, still far higher compared to second grade 0.83%, third grade 2.27%, fourth grade 2.71%, fifth grade 3.79%, and sixth grade 1.78%.

The national figure is even more alarming when seen from the data in each province, especially those with only a small number of kindergartens. It happens especially in remote areas in West Kalimantan in general and Bengkayang in particular. At present, only a few first-grade students are attending pre-school education. For example, in 1999/2000, only 12.61% or 1,583,467 students aged four-six years were enrolled in kindergarten, and less than five% of students were in other preschool education.

These problems indicate that the readiness of schools as early elementary school students in Indonesia generally and Kabupaten Bengkayang West Kalimantan, in particular, are quite low. Meanwhile, the results of the study showed that students who had entered kindergarten had better preparedness to attend school compared to students (students) who did not attend Kindergarten education. Besides, differences in approaches, models, and principles of learning between first and second-grade elementary schools with preschool education can also cause students who have attended preschool education to be able to repeat classes or even drop out of school. (Puskur Balitbang Depdiknas, 2006).

For example, or comparative material, it was found that the results of classroom observations in one of the elementary schools in Pontianak and Pontianak districts in 2006 showed that the understanding of low-grade elementary school teachers about portfolio assessment in thematic learning was lacking (Hardigaluh, 2007).

**Thematic Learning**
Based on the above thought and in the context of Implementing the Content Standards contained in the National Education Standards, the learning model in the early elementary school classes, namely classes one, two, and three, is more appropriate when done with thematic learning models. In accordance with the stages of child development, the characteristics of the way children learn, the concepts of learning, and learning are meaningful. Learning activities for early elementary school children should be carried out with thematic learning (Ministry of National Education Curriculum 2006).

Thematic learning is integrated learning that uses themes to link several subjects to provide meaningful experiences to students. The theme is the main thoughts or ideas that are the subject of discussion (Poerwadarminta, 1983). With a theme expected to provide many advantages, including 1) Students are easy to focus on a particular theme 2) Students can learn knowledge and develop various basic competencies between subjects in the same theme 2) Understanding of subject matter is more in-depth and memorable. 3) Basic competence can be better developed by linking other subjects with students’ personal experiences. 4) Students can feel the benefits and meaning of learning more because the material is presented in the context of a clear theme. 5) Students are more passionate about learning because they can communicate in real-world situations, to develop an ability in one subject while learning other subjects. 6) Teachers can save time because the subjects presented thematically can be prepared at once and given in two or three meetings, the rest of the time can be used for remedial activities, stabilization, or enrichment.

Thematic learning places more emphasis than on student involvement in the learning process actively in the learning process, so students can gain hands-on experience and are trained to be able to discover for themselves the various knowledge they learn. Through direct experience, students will understand the concepts they have learned and related them to other concepts they have understood. This learning theory is driven by Gestalt psychology figures, including Piaget, who emphasizes learning must be meaningful and oriented to the needs and development of children.

Thematic learning also emphasizes the application of the concept of learning while doing something (learning by doing). Therefore, teachers need to package or design learning experiences that will affect the meaningful learning of students. Learning experiences that show the relationship of conceptual elements make the learning process more effective. Conceptual links between subjects studied will form a scheme so that students will get wholeness and unanimity of knowledge. Besides, the application of thematic learning in elementary schools will greatly assist students because it is in accordance with the stages of student development that still see everything as a whole.

Piaget (1950) states that each child has his way of interpreting and adapting to his environment (cognitive development theory). According to him, every child has a cognitive structure called a schemata, a concept system that is in mind as a result of understanding the objects that exist in their environment. Understanding of the object takes place through a process of assimilation (connecting objects with concepts that are already in mind) and accommodation (the process of utilizing concepts in mind to interpret objects). Both of these processes, if ongoing, will make old knowledge and new knowledge balanced. In this way, the child can gradually build knowledge through interactions with the environment. Based on this, the child’s learning behavior is greatly influenced by aspects from within himself and his environment. These two things cannot be separated because the learning process takes place in the context of children’s self-interaction with their environment.

Elementary school-age children are at the stage of concrete operations. In this age range the child begins to show learning behavior as follows: (1) Begins to look at the world objectively, shifts from one aspect of the situation to another aspect reflectively and views the elements simultaneously, (2) Begins to think operationally, (3) Using operational thinking to
classify objects, (4) Forming and using the relationship of rules, simple scientific principles, and using causal relations, and (5) Understanding the concept of substance, liquid volume, length, width, area, and weight.

Noting the stages of development of thinking, the tendency to learn elementary school-age children have three characteristics, namely: 1) Concrete; implies learning process moves from real things that can be seen, heard, smelled, touched, and manipulated, with an emphasis on the use of the environment as a source of learning. Utilization of the environment will produce learning processes and outcomes that are more meaningful and valuable because students are faced with actual events and circumstances, natural conditions so that they are more real, more factual, more meaningful, and the truth can be more accountable. 2) Integrative; at the elementary school-age stage, children see something learned as a whole, and they have not been able to sort out the concepts from various disciplines, this illustrates the way that children are deductive thinking that is from general to part by part. 3) Hierarchical; at the elementary school-age stage, the way children learn develops gradually from simple things to more complex things. It is necessary to pay attention to the logical sequence, the relationship between the material, and the scope and breadth of the subject matter.

Some characteristics of thematic learning include: (1) Experiences and learning activities are very relevant to the level of development and needs of elementary school-age children; (2) The activities are chosen in the implementation of thematic learning depart from students’ interests and needs; (3) Learning activities will be more meaningful and memorable for students so that learning outcomes can last longer; (4) Help develop students’ thinking skills; (5) presents learning activities that are pragmatic in accordance with the problems that are often encountered by students in their environment; and (6) Developing students’ social skills, such as cooperation, tolerance, communication, and responsiveness to the ideas of others.

In implementing learning by utilizing this theme, several benefits are obtained, namely: 1) By combining some basic competencies and indicators and subject matter there will be savings, because overlapping material can be reduced or even eliminated, 2) Students can see meaningful relationships because learning content / material acts more as a means or tool, not an end goal, 3) Learning becomes more complete, so students will get an understanding of processes and materials that are not fragmented, 4) With the integration of subjects, mastery of concepts will be better and increase.

**Portfolio Assessment**

A portfolio assessment is an assessment consisting of a collection of students’ work that is arranged systematically that shows and proves to learn efforts, learning outcomes, learning processes, and progress made by students within a specified period. The collection of the work of these students requires the full participation of students to help determine the criteria and selection of materials to be included in the portfolio. One of the issues in portfolio assessment is the need to be able to distinguish between collections of works placed in a folder that is usually referred to as portfolios and an assessment model to monitor and improve student performance in school education, commonly referred to as portfolio assessment. Some essential elements must be added to the portfolio to be considered a portfolio assessment. In other words, not all portfolios can be used for portfolio assessment. The main differences between the two can be seen mainly from the objectives, as listed in the following table:

**Table 1. The Difference between Portfolio as a Collections of Works and as an Assessment**

| **Portfolio as Collections of Works** | **Portfolio Assessment** |
|-------------------------------------|-------------------------|
| 1. For representative example skills | 1. As a foundation for reaching the next level of mastery |
| 2. As a realm that has been developed | 2. As a domain that must be developed |

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3. As proof of ability 4. As a record of the capabilities that have been achieved
3. As a material to be discussed 4. As a material for improving instruments
4. As report material 5. As a material for adjusting the curriculum

Source: Shaklee, B.D., et al. (1997). p.26

The portfolio as a tool for assessment of learning outcomes (portfolio assessment) must pay attention to the following matters: (1) the portfolio should have clear assessment criteria; (2) information or work documented can come from all people who know the students well such as teachers/lecturers, fellow students/students, and teachers in other subjects; (3) a portfolio can consist of various forms of information or works such as essays, paintings, test scores, photographs of works, and others; (4) portfolio quality must always be improved from time to time based on work that meets the criteria; (5) each subject may have a portfolio that is very different from other subjects; and (6) the portfolio must be open to people who are directly interested in the work of students such as teachers, parents of students, and students themselves. From the portfolio characteristics stated, each portfolio used as a learning outcome assessment tool can directly serve as a foundation for the development of subsequent learning activities. Thus, the portfolio can be used as a basis for assessing and improving teaching and learning interactions, and can also be used as a basis for planning, both for teachers and students. Portfolio assessment takes the form of self-assessment rather than unilateral assessments that are often carried out in tests or performance assessments (Zainul, 2005)

Based on the above thought and in the context of implementing the Content Standards contained in the National Education standards, learning in the early grades of elementary school, namely, first, second, and third grade is more suitable if managed in integrated learning through thematic learning approaches. It is precisely what drives the motivation of the writer to prove the truth of the theory by examining the development of thematic learning models in the assessment of low-grade portfolio by elementary school teachers in Bengkayang Regency.

Research Method

To be able to carry out an activity (research) properly in the method. Research methods are: "Ways of thinking and doing, which are well prepared to achieve a research goal" (Kartini Kartono 1990: 20). In line with this opinion, Hadari Nawawi (2001: 61) added: "The method is the method used to achieve the goal." Based on this opinion, it can be emphasized that the method is the method used by someone to achieve the goals set.

In determining a method that will be used in a study must be in accordance with the problem to be studied. Objective problem solving will very much depend on the accuracy of the method used in the study. The use of appropriate methods is intended to: a) Avoid problem-solving and speculative ways of thinking in searching for the truth of science, especially in social science whose variables are strongly influenced by the attitude of human subjectivity that expresses it. b) Avoiding solving problems that are not beneficial for the development of knowledge that is needed in modern life. c) Increase the attitude of objectivity in exploring the truth that is not only important theoretically, but also has a profound effect on the usefulness of research results in human life. (Hadari Nawawi; 2001: 7)

It can be emphasized that the method is a method used to be able to solve research problems in order to achieve the desired goals. Several methods can be used in a study according to (Hadari Nawawi; 2001: 8), including 1) Descriptive method 2) Experimental method. 3) Historical method. 4) philosophical methods.

The descriptive method can be interpreted as a problem-solving procedure that is investigated by describing the state of the subject/object of a person's research, institutions, society, and others at present based on the facts that appear or as they are. Emanuel J. Masson
Descriptive research is also conducted the broader service. In this context, it is usually performed to develop knowledge on the problem, and an explanation of research will be based sub-segments. Descriptive research is research that is limited to the disclosure of problems in a study.

The method used in this research is descriptive. The descriptive method is a research method that is limited to the attempt to reveal a problem or situation or event as the facts were at the time the research was conducted. In other words, what is meant by the descriptive method is a scientific problem solving based on facts, data, and conditions that occur when the research activity is carried out. The use of the descriptive method in this research is the disclosure of facts, data, and the conditions of developing thematic learning models in the assessment of low-grade portfolio by elementary school teachers in Bengkayang Regency as they are.

**Form of Research**

Hadari Nawawi (2001: 64) classified three types of descriptive method use, namely: a) Survey (survey studies) b) Relationship studies (Interrelationship studies) developmental studies) c) The form of research in accordance with the method used in this study was a form of a survey or also called survey studies.

**Population and Sample**

The population is "The whole object/subject of research that can consist of humans, objects, animals, plants, symptoms, test scores or events as a source of data that has characteristics in a study" (Hadari Nawawi 2001: 66). Furthermore, Sudjana (1989: 5) stated that the population is: "The totality of all possible values of calculations and measurements, both quantitative and qualitative, rather than certain characteristics regarding a set of objects that are complete and clear." William Cr. Cohram (1978: 5) mentioned, "Population is used to denater the from what the sample is chosen". It meant that the population will be used and sampled in a study. Furthermore, Fred N. Karlinger (1986: 52) said, "A population is defined as all members of any well-defined class of people event or object." It meant that the population is the whole object/subject of research from a fact, symptoms, events, phenomena, and society that are used as research objects.

Based on the explanation above, it can be concluded that the population is the whole object of research that has characteristics and can be used as a source of data in a study. In this study, the data sources were 18 thematic teachers, nine elementary school principals taken from 3 schools in the middle of the urban area, three suburban schools, and three schools outside the urban area of Bengkayang. Each school was taken three teachers, namely teachers teaching classes I, II, and III. Considering that the determined amount was relatively capable of being reached by the time staff and research facilities, all of the determined population was made a sample or was called a total sample. To be able to carry out an activity (research) properly in the method. Research methods are: "Ways of thinking and doing, which are well prepared to achieve a research goal" (Kartini Kartono 1990: 20). In line with this opinion, Hadari Nawawi (2001: 61) added: "The method is the method used to achieve the goal." Based on this opinion, it can be emphasized that the method is the method used by someone to achieve the goals set.

**Data Collection Techniques and Tools**

To answer the problem formulated in this study needed a number of supporting data. To obtain data objectively, it should be supported by the use of appropriate data collection techniques and tools. Hadari Nawawi (2001: 95) indicated that the techniques and data collection tools commonly used are as follows: a) Direct observation techniques, b) Indirect observation techniques, c) Direct communication techniques, d) Indirect communication techniques, e) Techniques documentary study

In using one of the techniques mentioned above, it is necessary to consider several factors, including energy, cost, time, equipment, and infrastructure used. Sutrisno Hadi (1983:
103) reminded that: "The good and bad of research largely depends on the techniques and data collection tools used."

The techniques used in this study were direct communication techniques, indirect communication techniques, and direct observation techniques. Direct communication techniques used data collection tools in the form of interview guides with elementary school principals who have been determined. Communication techniques were not straightforward with questionnaires as data collection tools. Questionnaires were aimed at low-grade teachers (I, II, and III grade) who taught thematically. Besides the two techniques and tools mentioned above, direct observation techniques were also used with data collection tools such as checklists. This direct observation was aimed at teachers who taught thematically to know the performance and ways of teachers teach a low thematic class at Bengkayang Regency Elementary School.

1. Data Collection Tool

The above mentioned that there were three types of data collection tools used in this study, namely:

a. Questionnaire. The questionnaire is a data/information collection tool by conveying a number of written questions to be answered in writing also by respondents. In line with that, Sugiyono (2006: 199) stated that the questionnaire is a data collection technique that is done by giving a set of questions or written statements to the respondent to be answered, also written by the respondent. Hadari Nawawi (2001: 117) stated that the questionnaire or questionnaire is "an effort to collect information by asking a number of written questions, to be answered in writing also by respondents." The questionnaire used in this paper was a structured questionnaire with closed questions, where each questionnaire item has provided alternative answers. Respondents only answer by giving a cross (x) on one alternative answer that was considered appropriate. Each question questionnaire provided four alternative answers. Respondents can choose from one alternative answer that was considered most appropriate. Each alternative answer was given a score as follows: a) The answer to the alternative was very well scored 4. b) The answer to the good alternative was given a score of 3. c) The answer to the alternative was given a score of 2. d) The answer to the alternative was underrated 1.

b. An interview guide, which was a data collection tool by making a list of questions that were used as a guideline for conducting interviews with data sources, namely the Bengkayang Regency Elementary School Principal, which has been determined in accordance with the teacher who taught low-grade. Suharsimi Arikunto (1991: 124) said that: "Interview is a dialogue conducted by the interviewer to obtain information from the source of the interviewee." Furthermore, Hadari Nawawi (2001: 111) asserted that the interview or interview is "an effort to collect information by asking several questions verbally, to be answered verbally also by respondents." With this tool, the researcher intended to obtain information on the development of thematic learning models in the low-grade Portfolio Assessment by Bengkayang District Elementary school teachers. The structured interviews used an interview guide with the Principal, who was domiciled in the urban area, suburbs, and outside Bengkayang

c. Observation Guide. The observation guide is the recording of data carried out by the observer by using a list that contains the types of symptoms to be observed. The list had been provided before the observation. Thus the observer's task was to provide a checkmark (cross or circle) on the list. It has been provided if, at the time of observation, it turned out that the symptoms in the list appear. Instead, did not give a check-in any form if the symptoms do not appear during the observation. In other words, the recording was done to state whether or not a symptom appears, and the number of occurrences during the observation took place.
d. Data Analysis Techniques. Data obtained through a data collection tool needed to be analyzed so that it can be used to answer research problems. Data analysis required certain techniques so that the data analysis carried out will produce reliable and accurate data. Therefore in this study, the selection of data analysis techniques was carried out. Data analysis techniques can be done with statistical techniques that used statistical formula calculations and can also used non-statistical processing, or quantitative and qualitative data processing. Statistical techniques used percentage calculations, pairing non-statistical techniques using narration, and descriptive (Bogdan and Biglen 1987). The percentage calculation formula used in this paper was formulated according to Moh. Ali (1998: 177) as follows:

\[ X\% = \frac{X}{N} \times 100\% \]

Information:
- \( X\% \) = Percentage sought.
- \( n \) = Observation results
- \( N \) = Number of samples

**Results and Discussion**

**Results**

The development of thematic learning models in the portfolio assessment in this Research is divided into three teacher work areas namely Urban, Suburban and Outside the Urban area areas as presented below;

### Table 1 The Research Results of Thematic Learning Model Development in Low Grade Portfolios Assessment by Elementary School Teacher in Urban Area

| Variables and Research Aspects | Actual Score | Ideal Score | %   | Category |
|--------------------------------|--------------|-------------|-----|----------|
| Thematic Learning Model        |              |             |     |          |
| Development in Low grade Portfolio Assessment by Bengkayang Regency Elementary Teachers | 495          | 840         | 58,92| Fair     |
| A. Thematic learning model planning in low-grade portfolio assessment by Bengkayang Regency elementary school teachers | 96           | 144         | 66,67| Good     |
| 1. Develop an annual program   | 21           | 24          | 87,50| Good     |
| 2. Develop a semester program  | 20           | 24          | 83,33| Good     |
| 3. Compiling Syllabus          | 16           | 24          | 66,67| Good     |
| 4. Develop Lesson Plans        | 14           | 24          | 58,33| Fair     |
| 5. Mapping                     | 9            | 24          | 37,50| Fair     |
| 6. Establish a Theme Network   | 16           | 24          | 66,67| Good     |
B. The preparatory stage for implementing the thematic learning model in the assessment of low-grade portfolio by Bengkayang Regency elementary school teachers

| Activities                                      | Weight | Result   | Grade |
|------------------------------------------------|--------|----------|-------|
| 1. Preparing Activities                        | 80     | 120      | 66,67 | Good  |
| 2. Creative                                     | 12     | 24       | 50,00 | Fair  |
| 3. Selecting Competency                         | 17     | 24       | 70,83 | Good  |
| 4. Organize Competencies to be more meaningful  | 18     | 24       | 75,00 | Good  |
| 5. Organize Competencies to make them more attractive | 16    | 24       | 66,67 | Good  |

C. The implementation phase of the thematic learning model in low-grade portfolio assessment by Bengkayang Regency elementary school teachers

| Activities                                      | Weight | Result   | Grade |
|------------------------------------------------|--------|----------|-------|
| 1. Initial Activities                          | 201    | 360      | 55,83 | Fair  |
|   - Warming up                                  | 14     | 24       | 58,33 | Fair  |
|   - Storytelling                                | 19     | 24       | 79,16 | Good  |
|   - singing                                     | 17     | 24       | 70,83 | Good  |
| 2. Core Activities                              |        |          |       |
|   - reading ability                            | 19     | 24       | 79,16 | Good  |
|   - writing ability                             | 20     | 24       | 83,33 | Good  |
|   - ability to count                            | 21     | 24       | 87,50 | Good  |
|   - Methods vary                                | 14     | 24       | 58,33 | Fair  |
|   - Student understanding                       | 12     | 24       | 50,00 | Fair  |
|   - Student attention                           | 10     | 24       | 41,67 | Fair  |
|   - Linking material                            | 12     | 24       | 50,00 | Fair  |
|   - benefits                                    | 8      | 24       | 33,33 | Poor  |
Based on the table 1 above, it is known that overall the development of thematic learning models in low-grade portfolio assessment by Bengkayang Regency teachers in urban areas is classified as “sufficient” with a score of 58.92%. It can also be seen in the results of the calculation of the development of thematic learning models in portfolio assessment by low-grade elementary school teachers in Bengkayang Regency.
### Table 2 The Research Results of Thematic Learning Model Development in Low Grade Portfolios Assessment by Elementary Teachers in Suburban Area

| Variables and Research Aspects | Actual Score | Ideal Score | % | Category |
|--------------------------------|--------------|-------------|---|----------|
| Thematic Learning Model Development in Low grade Portfolio Assessment by Bengkayang Regency Elementary Teachers | 334 | 840 | 39.76 | Fair |
| B. Thematic learning model planning in low-grade portfolio assessment by Bengkayang Regency elementary school teachers | 48 | 144 | 33.33 | Good |
| 1. Develop an annual program | 6 | 24 | 25.00 | Good |
| 4. Develop a semester program | 6 | 24 | 25.00 | Good |
| 5. Compiling Syllabus | 8 | 24 | 33.33 | Good |
| 4. Develop Lesson Plans | 8 | 24 | 33.33 | Fair |
| 5. Mapping | 6 | 24 | 25.00 | Fair |
| 6. Establish a Theme Network | 14 | 24 | 58.33 | Good |
| B. The preparatory stage for implementing the thematic learning model in the assessment of low-grade portfolio by Bengkayang Regency elementary school teachers | 53 | 120 | 44.16 | Good |
| 1. Preparing Activities | 14 | 24 | 58.33 | Good |
| 2. Creative | 7 | 24 | 29.16 | Fair |
| 3. Selecting Competency | 12 | 24 | 50.00 | Good |
| 4. Organize Competencies to be more meaningful | 10 | 24 | 41.67 | Good |
| 5. Organize Competencies to make them more attractive | 10 | 24 | 41.67 | Good |
| C. The implementation phase of the thematic learning model in low-grade portfolio assessment by | 161 | 360 | 44.72 | Fair |
Bengkayang Regency elementary school teachers

1. Initial Activities

- Warming up 6 24 25,00 Fair
- Storytelling 6 24 25,00 Good
- singing 7 24 29,16 Good

2. Core Activities

- reading ability 19 24 79,16 Good
- writing ability 20 24 83,33 Good
- ability to count 21 24 87,50 Good
- Methods vary 11 24 45,83 Fair
- Student understanding 12 24 50,00 Fair
- Student attention 10 24 41,67 Fair
- Linking material 12 24 50,00 Fair
- benefits 12 24 50,00 Poor
- Time efficiency 6 24 25,00 Poor

3. Final Activity

- concluded 6 24 25,00 Fair
- Storytelling / stories 7 24 29,16 Fair
- moral messages 6 24 25,00 Poor

D. How to assess thematic learning models in low-grade portfolio assessment by Bengkayang Regency elementary school teachers

1. Refers to indicators 8 24 33,33 Fair

2. Continuous 6 24 25,00 Good

3. When telling a story 7 24 29,16 Good

4. When reading 8 24 33,33 Good
E. Implications of the implementation of the thematic learning model in low-grade portfolio assessment by Bengkayang Regency elementary school teachers

| Variables and Research Aspects | Actual Score | Ideal Score | % | Category |
|-------------------------------|--------------|-------------|---|----------|
| Thematic Learning Model Development in Low grade Portfolio Assessment by Bengkayang Regency Elementary Teachers | 43 | 120 | 35.83 | Fair |

1. Individually
   | 15 | 24 | 62.50 | Good |

2. Give group assignments
   | 6  | 24 | 25.00 | Fair |

3. Make use of the media
   | 10 | 24 | 41.67 | Fair |

4. Optimizing media usage
   | 6  | 24 | 25.00 | Fair |

5. Doing spatial planning
   | 6  | 24 | 25.00 | Poor |

Based on Table 2 above, it was known that overall the development of thematic learning models in the assessment of portfolios by low-grade teachers in urban suburbs of Bengkayang Regency was classified as “sufficient” with a score of 39.76%. It could also be seen in the results of the calculation of the development of thematic learning models in low-grade portfolio assessment by Elementary School Teachers in Bengkayang Regency.

Table 3 The Research Results of Thematic Learning Model Development in Low Grade Portfolios Assessment by Elementary Teacher in The Outside of Urban Area

| Variables and Research Aspects | Actual Score | Ideal Score | %       | Category |
|-------------------------------|--------------|-------------|---------|----------|
| Thematic Learning Model Development in Low grade Portfolio Assessment by Bengkayang Regency Elementary Teachers | 335 | 840 | 39.88 | Fair |

C. Thematic learning model planning in low-grade portfolio assessment by Bengkayang Regency elementary school teachers

| Variables and Research Aspects | Actual Score | Ideal Score | %       | Category |
|-------------------------------|--------------|-------------|---------|----------|
| 1. Develop an annual program | 7  | 24 | 29.16 | Good |

6. Develop a semester program
   | 6  | 24 | 25.00 | Good |

7. Compiling Syllabus
   | 8  | 24 | 33.33 | Good |

4. Develop Lesson Plans
   | 6  | 24 | 25.00 | Fair |

5. Mapping
   | 6  | 24 | 25.00 | Fair |

6. Establish a Theme Network
   | 14 | 24 | 58.33 | Good |
B. The preparatory stage for implementing the thematic learning model in the assessment of low-grade portfolio by Bengkayang Regency elementary school teachers

| Step Description                                                                 | Score | Total | Percentage | Evaluation |
|---------------------------------------------------------------------------------|-------|-------|------------|------------|
| 1. Preparing Activities                                                           | 12    | 24    | 50,00      | Good       |
| 2. Creative                                                                       | 8     | 24    | 29,16      | Fair       |
| 3. Selecting Competency                                                           | 12    | 24    | 50,00      | Good       |
| 4. Organize Competencies to be more meaningful                                    | 10    | 24    | 41,67      | Good       |
| 5. Organize Competencies to make them more attractive                            | 10    | 24    | 41,67      | Good       |

C. The implementation phase of the thematic learning model in low-grade portfolio assessment by Bengkayang Regency elementary school teachers

| Step Description                                                                 | Score | Total | Percentage | Evaluation |
|---------------------------------------------------------------------------------|-------|-------|------------|------------|
| 1. Initial Activities                                                            |       |       |            |            |
| - Warming up                                                                     | 8     | 24    | 29,16      | Fair       |
| - Storytelling                                                                   | 8     | 24    | 29,16      | Good       |
| - singing                                                                        | 8     | 24    | 29,16      | Good       |
| 2. Core Activities                                                               |       |       |            |            |
| - reading ability                                                                | 19    | 24    | 79,16      | Good       |
| - writing ability                                                                | 20    | 24    | 83,33      | Good       |
| - ability to count                                                               | 21    | 24    | 87,50      | Good       |
| - Methods vary                                                                   | 11    | 24    | 45,83      | Fair       |
| - Student understanding                                                          | 12    | 24    | 50,00      | Fair       |
| - Student attention                                                              | 10    | 24    | 41,67      | Fair       |
| - Linking material                                                               | 11    | 24    | 45,00      | Fair       |
| - benefits                                                                       | 10    | 24    | 41,67      | Poor       |
D. How to assess thematic learning models in low-grade portfolio assessment by Bengkayang Regency elementary school teachers

|                          | 31 | 96  | 32,29  | Fair |
|--------------------------|----|-----|--------|------|
| 1. Refers to indicators  | 9  | 24  | 37,50  | Fair |
| 2. Continuous            | 6  | 24  | 25,00  | Good |
| 3. When telling a story  | 8  | 24  | 33,33  | Good |
| 4. When reading          | 8  | 24  | 33,33  | Good |

E. Implications of the implementation of the thematic learning model in low-grade portfolio assessment by Bengkayang Regency elementary school teachers

|                          | 43 | 120 | 35,83  | Fair |
|--------------------------|----|-----|--------|------|
| 1. Individually          | 13 | 24  | 54,16  | Good |
| 2. Give group assignments| 6  | 24  | 25,00  | Fair |
| 3. Make use of the media | 12 | 24  | 50,00  | Fair |
| 4. Optimizing media usage| 6  | 24  | 25,00  | Fair |
| 5. Doing spatial planning| 6  | 24  | 25,00  | Poor |

Based on Table 3 above, it is known that overall the development of thematic learning models in the assessment of low-grade portfolios by elementary school teachers in out-of-urban areas of Bengkayang Regency was classified as "sufficient" with a score of 39.88%. It could also be seen in the results of the calculation of the development of thematic learning models in low-grade portfolio assessment by elementary school teachers in Bengkayang Regency.
Conclusions

Based on the data processing that has been presented, it can generally be concluded that the development of the thematic learning model in the Low-grade Portfolio Assessment by Bengkayang District Elementary school teachers as a whole was said to be "sufficient." The conclusion was proven in the calculation of the data. It was supported by the results of interviews with the Principal and low-grade observations on the teachers who taught thematically. If tabulated at the urban, suburb and out-of-urban levels, it could be described that planning for thematic learning models in low-grade portfolio assessment by Bengkayang elementary school teachers in urban areas had an actual score of 495 and an ideal maximum score of 840 or 58.92% with the category "enough." The suburbs had an actual score of 334 and an ideal maximum score of 840 or 39.76% with the category "sufficient" and out of urban areas had an actual score of 335 and an ideal maximum score of 840 or 39.88% with the category "enough." If broken down partially according to the formulation of the research questions, it could be concluded as follows: 1) Thematic learning model planning in low-grade portfolio assessment by elementary school teachers in urban area of Bengkayang Regency, the actual score was 96 maximum scores of 144, = 66.67%; Suburbs actual score of 48 ideal scores 144 = 33.44%, and Out of Urban area actual scores 47 ideal scores 144 = 32.64%. 2) The preparatory阶段 for the implementation of the thematic learning model in the assessment of low-grade portfolios by Elementary school teachers in Bengkayang Regency within the urban area obtained an actual score of 80 from an ideal maximum score of 120, meaning 66.67%; Suburbs actual score 53 ideal scores 120 = 44.16%; Out of urban the actual score of 52 was ideal score 120 = 43.33%. 3) The implementation phase of the thematic learning model in the assessment of low-grade portfolios by elementary school teachers in Bengkayang Regency within the urban area obtained an actual total score of 201 ideal maximum score of 360, = 55.83%; Suburbs actual score; 161 ideal scores 360 = 44.72%; Out of urban the actual score was 162 the ideal score of 360 = 45.00%. 4) How to assess thematic learning models in the assessment of low-grade portfolios by elementary school teachers in Bengkayang Dalam Kota District, the actual score was 62, the ideal maximum score was 96, = 64.58%; Suburbs actual score 29 ideal score 96 = 30.21%; Out of urban the actual score of 31 was an ideal score of 96 = 32.29%. 5) Implications of thematic learning in the assessment of low-grade portfolios by elementary school teachers in Bengkayang Regency within the urban area obtained the total score of 57 ideal maximum scores of 120 = 47.50%; Suburbs actual score 43 ideal score 120 = 35.83%; Out of urban the actual score of 43 was an ideal score of 120 = 35.83% of what it should be.

Suggestions

Based on the results of data analysis, the phenomena and facts that occurred in schools for teachers could be recommended as follows: 1) Planning for thematic learning models in low grade portfolio assessment, by elementary school teachers should continue to be maintained, teachers should continue to improve their ability to compile annual programs, the ability to compile semester programs, the ability to compile syllabus, the ability to compile lesson plans, the ability to compile mapping and learning theme networks. 2) The preparatory phase for the implementation of the thematic learning model in the assessment of low-grade portfolio elementary school teachers in Bengkayang Regency should not be rigid but flexible, need to continue to increase teaching creativity, choose the right competencies, set the right competencies to be more meaningful and interesting to create active, creative, effective, and fun learning (grip). 3) In the implementation phase of thematic learning in the assessment of the low-grade portfolio, teachers should continue to carry out initial activities/learning opening activities, core activities, and closing/ending activities. The core activity of learning is by increasing reading ability, writing ability, numeracy ability, paying attention to students individually, and linking subject matter with other relevant material. Carry out the closing/
final activities by concluding the subject matter that has been delivered, storytelling or telling stories to students before closing the lesson, and delivering moral messages to students, which are related to the subject matter. 4) How to assess the thematic learning model in the assessment of low-grade portfolios, teachers should continue to make assessments that refer to predetermined indicators, conduct continuous assessments, make assessments when students tell stories, and conduct assessments when students read. 5) Implications of the implementation of thematic learning models in the assessment of low-grade portfolio teachers should continue to give assignments individually to students, give group assignments, utilize existing media, optimize learning media in schools, and arrange classroom management. 6) There needs to be training/upgrading of thematic teachers in the assessment of low-grade portfolios, specifically to make it easier for them / teachers to concentrate on receiving training material. It is hoped that they will be able to apply it in the schools where they are assigned for the sake of educational continuity in Bengkayang Regency in the future.

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