PORTFOLIO ASSESSMENT AT FEATURED SCHOOLS IN YOGYAKARTA

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Abstract. Assessment is part of the learning cycle, so that assessment cannot be separated from a learning activity. The Minister of Education and Culture said that the implementation of the 2020 National-Based School Examination will be carried out with exams held by schools. The exam is conducted to assess student competence and can be done in the form of a written test or a comprehensive assessment such as portfolios and assignments. This portfolio can later be done through group assignments, paper work, and so on. Researchers want to know the extent of school readiness, teachers' perceptions and knowledge of portfolio assessments, types / forms of portfolio assessments that have been carried out in schools, and constraints in implementing portfolio assessments. The research was carried out in superior junior high junior high schools in the the Special Region of Yogyakarta, namely SMPN 1 Bantul and SMPN 4 Pakem. The implementation of the portfolio assessment carried out at SMPN 1 Bantul and SMPN 4 Pakem went very well and was effective because it was supported by school members (school principals, educators, education staff, students, parents, and the community) through various policies and concrete actions carried out consistently and the seriousness of the school in supporting the program.

Keywords: assessment, portfolio assessment, teacher perceptions

INTRODUCTION

Assessment is part of education, because assessment is one way to measure the success of the quality of education. Mardapi (2003) states that efforts to improve the quality of education can be pursued through improving the quality of learning and the quality of assessment. The three statements are interrelated, a good learning and assessment system will result in good quality learning. Thus, the quality of education cannot be separated from a learning and assessment activity. In learning there are three important components, namely curriculum, learning and assessment (Pusmenjar, 2020).

If referring to Permendibud No. 23 of 2016 concerning Education Assessment Standards, what is meant by assessment is the process of collecting and processing information to measure the achievement of student learning outcomes. Assessment is a statement based on a number of facts to explain the characteristics of someone or something (Griffin & Nix, 1991). In line with that Nitko and Brookhart (2007) state that in the world of education, assessment of students is a process to obtain information that is used for decision making on students, curricula, programs and schools, as well as policies in education. The same thing has been stated by Cole & Chan (1994) that assessment is a strategy for collecting and analyzing information that is used as a basis for decision making relating to all aspects of learning. In its current development, learning assessments are also used to improve the quality of education (Pusmenjar, 2020).

Overton (2008) states that assessment is a process of gathering information to monitor progress and make educational decisions if necessary. As noted in my definition of test, an
assessment may include a test, but also include methods such as observations, interviews, behavior monitoring, etc., Hadiana (2015) explains that based on its function, there are two types of assessment, namely formative and summative assessment. This confirms the formative-summative evaluation model made by Scriven (1967) who argues that: formative evaluation is intended to classify evaluation that gathered information for the purpose of improving instruction as the instruction was being given and summative evaluation is a method to judge the worth of curriculum at the end of the syllabus where the focus is on the outcome. Formative assessment functions to provide feedback on the learning progress of students, improve the teaching or learning process in order to increase the understanding or learning achievement of students. For this purpose, various methods can be used to provide comprehensive information such as focused observation, questions, conversations, assignments, learning logs (lesson notes), portfolios, and so on. While summative assessment is an assessment carried out at the end of each unit of time (period). Usually, summative assessment includes more than one subject, it aims to determine the extent to which students have understood well a learning unit to the next learning unit. According to its purpose, the assessment is carried out at a certain time, such as the middle of the semester, the end of the semester, grade promotion, and the end of an education level.

There are various forms of learning assessments, in the form of observation, self-assessment, peer-to-peer assessments, daily tests, assignments, practical tests, projects, and portfolios, all of which can be adjusted according to the characteristics of the competencies being taught. Assessment of learning outcomes that have been used refers to the assessment at the end of the lesson. Trihastuti (2002) states that the assessment of learning outcomes which only emphasizes learning outcomes is considered inadequate. Because it is necessary to take steps to improve the assessment system that has been used by educators to determine the extent to which students understand the learning that has been done. Learning assessment that emphasizes the test at the end of learning, only looks at the competence of students at the end of the period but has not seen the maximum learning process carried out towards the assessment at the end of the lesson. Assessment of learning like this can be enhanced with a form of assessment that can see student development over time, which is equipped with alternative forms of other assessments. One way is to use a portfolio (portfolio) assessment.

Currently, portfolio assessment has been widely introduced in Indonesia, even the Minister of Education and Culture explained the new policy direction for the implementation of a comprehensive National-Based School Examination (USBN). The Minister of Education and Culture said that the implementation of the 2020 USBN will be carried out with exams held by schools. The exam is conducted to assess student competence and can be done in the form of a written test or a comprehensive assessment such as portfolios and assignments. This portfolio can later be done through group assignments, paper work, and so on.

Portfolio assessment is an assessment used in the implementation of the 2013 curriculum. However, in reality, not all schools are ready to conduct and utilize portfolio assessments as an assessment carried out on students in their schools. With the direction from the Minister of Education and Culture, the author wants to know the extent of school readiness, teachers' perceptions and knowledge of portfolio assessments, the types/forms of portfolio assessments that have been carried out in schools, and the obstacles in implementing portfolio assessments at featured schools in the Special Region of Yogyakarta.
Definition of Portfolio Assessment

Uno (2014) states that portfolio assessment is a continuous assessment based on a collection of information that shows the development of students' abilities in a certain period. In line with that Mousley (2001) states that a portfolio typically contains a collection of a student's work which provides a permanent and ongoing record of progress. In mathematics, as in other areas such as art, portfolios can be used to show-case students' work. Therefore, students may have a large say in what is included in their portfolios. Often, portfolios contain additional comments by students about the pieces of work in the collection. Another opinion put forward by Popham (1994) in Arifin (2016) states that portfolio assessment is an ongoing assessment using a systematic method of collecting information or data on the work of students within a certain period of time.

In a portfolio assessment, the teacher plans a portfolio assessment to be carried out, then collects it as evidence during the learning process. Thus, a more complete assessment of the portfolio is carried out which monitors the development of students from the beginning to the end of the lesson in an effort to master the learning material both in the process and the final result of a lesson. In line with this, Suprananata and Hatta (2004) also state that a portfolio is a collection of evidence or learning outcomes or students' work that shows the efforts, developments, learning achievements of students from time to time. Portfolio assessment is a collection of work of students in one period.

Portfolio Benefits

There are several advantages that can be provided from a portfolio evaluation model (Robinson, 2000): 1) For teachers, portfolio assignments provide an opportunity to step back and see a big picture of the progress students have made in the course. (For teachers, portfolio evaluation provides an opportunity to see an overview of the progress that has been achieved in total); 2) The Portfolio challenges the teacher to give students the opportunity to engage in a variety of tasks other than such traditional assessments. (Portfolio evaluation challenges the teacher to be able to provide a variety of exercises or questions or practical assignments); 3) For students, the goals include taking responsibility for learning, gaining self-confidence and communicating effectively. (The advantage obtained by students, students have a sense of responsibility in learning both personally and in small groups, gain self-confidence, and can communicate learning outcomes in front of the class effectively); 4) Overall, portfolios provide real evidence to teachers of how students are progressing, but more importantly, portfolios give students the opportunity to put together a collection of their own works that demonstrate their mathematical strengths and progress. (In total, portfolios provide teachers with concrete evidence of student progress, but more importantly, portfolios give students the opportunity to build collections that reflect their prowess and progress in mathematics).

The use of portfolios in particular, among others, provides evidence of work or based on the knowledge that has actually been obtained, shows notes or provides an overview of programs that need to be recorded, records of student progress over a period of time that reflects long enough learning (Stenmark, 1991).

Functions and Forms of Portfolio Assessment

The work portfolio has a formative and diagnostic function. For students, work portfolios as material for student reflection; for teachers as teacher feedback to help students identify weaknesses, strengths, and design strategies to help students achieve expected competencies (Pusmenjar, 2019).

Portfolios can be developed in various forms. Realin (2011) mentions the following forms of portfolio assessment: (1) anecdotal notes; (2) reflective writing; (3) review; (4) reports; (5) tapes video recording; (6) photo/image; (7) excerpt of writing; (8) charts and charts; (9) computer print outs; (10) diagram; (11) poetry; (12) notes of discussions/activities at home; (13) recording something/audiotapes; (14) draft; (15)
illustrations; (16) works in the form of objects; (17) model/mockup; (18) clipping; (19) diagram; (20) songs.

Portfolios are carried out not only with reference to one goal but multiple purposes. As one that is useful in the learning process, portfolios can also see the effectiveness of a program and at the same time evaluate the development of individuals or groups as a community of learners.

**METHOD**

The research was conducted using a qualitative approach with a collective case study design. This design is used when researchers explore and connect information obtained from various sources or various cases that occur in the research locus (Rouse & Bader, 2019).

The case study topics raised in this research include the implementation of character education in several leading schools as well as determining the best practices of these schools which can be used as benchmarks for other schools.

**Focus of Study.**

The topics raised in this study were school readiness, teacher perceptions and knowledge of portfolio assessment, types / forms of portfolio assessments that have been carried out in schools, and constraints in implementing portfolio assessments. The researcher conducted an in-depth exploration that aims to find the types of portfolio assessments that have been carried out in schools and the extent to which teachers' perceptions and knowledge of the portfolio assessment are.

**Subject and Locus.**

Respondents involved in the study were school principals and teachers who taught at 2 leading schools in the Special Region of Yogyakarta. Respondents were selected using a purposive sampling technique, where the researcher chose subjects according to the characteristics and topics raised by the researcher (Ramdani, 2017). A total of 2 principals and 10 teachers were involved in this study. The two schools selected were SMP Negeri 4 Pakem and SMP Neberi 1 Bantul. These two schools are the category of leading schools in the D.I Province. Yogyakarta, so researchers are expected to get information about the implementation of the portfolio assessment that has been done.

**Research procedure.**

This research was conducted by conducting structured interviews, filling out teacher questionnaires, planned observations, and scientific focus group discussions (FGD). Structured interviews were conducted with the principal of each school to obtain comprehensive information about school policies on portfolio assessment. The questionnaire was filled in by 5 teachers in each school. Planned observations are carried out by seeing and following school activities directly to obtain evidence based in accordance with the research objectives. Meanwhile, the focus group discussion was conducted on 10 teachers with 5 teachers in each of the schools.

**Research Instruments.**

Researchers derive a portfolio assessment instrument developed from the previous research of Davis and Ponnamperuma (2005) and Setiamihardja (2011). This instrument was given to five teachers and added information by conducting in-depth interviews of the instrument for three teachers who had filled out the instrument and made observations in the classroom. The instrument is in the form of theoretical and practical guidelines (guideline) which contains a set of assumptions and questions that can be used to obtain information related to the application of portfolio assessment in the target school. The instrument has been validated internally (multi-judgment), to obtain an instrument that is in accordance with the theory and facts in the field. The major themes explored by researchers include the implementation of the portfolio assessment, school policies in supporting portfolio assessments, teacher perceptions of the benefits of portfolio assessment, teacher knowledge of portfolio assessment materials, and various
portfolio assessments that have been carried out by school teachers.

**Analysis and Interpretation.**

This study refers to the principle of qualitative analysis, in which the researcher explores to get answers to research questions and then does the coding (mapping) of the verbatim interviews and FGD results. Coding analysis duplicates the coding process that has been done by Ramdani, Amrullah, & Tae (2019); Tae, Ramdani, & Shidiq (2019) in the context of education. Interpretation will be carried out by collaborating between the theory used and the data obtained so that in the end it will produce a framework in the form of good practices for portfolio assessment carried out by teachers in schools.

**RESULTS AND DISCUSSION**

The study was conducted on two leading schools in the Special Region of Yogyakarta, namely SMP Negeri 1 Bantul and SMP Negeri 4 Pakem. The school was taken based on the data obtained from the National Exam results, where the two schools had an average National Exam score of 87.3 (SMPN 1 Bantul) and 94.2 (SMPN 4 Pakem). The data collection process lasted for approximately 1 month from January to February 2020. The respondents involved were 10 teachers (5 teachers per school). The background of the respondents involved in this study were teachers of mathematics, science, language. Teacher selection is done randomly because we want to know the extent of teachers' knowledge and perceptions of the portfolio assessment.

**Teachers' perceptions and understanding of portfolio assessment**

Portfolio assessment has five phases:
1. Collection of evidence of learning achievement
2. Reflection on learning
3. Evaluation of evidence
4. Defense of evidence
5. Assessment decision

Teachers' perceptions about the benefits of portfolio assessment can be seen in Table 1 based on the results of the questionnaire and interview results for SMPN 1 Bantul.

| No. | Benefits of Portfolios as Assessment and Learning | Interview Descriptions | Coding |
|-----|-------------------------------------------------|------------------------|--------|
| 1   | Assess and promote critical thinking.            | • The application is done by asking questions that stimulate students' curiosity.  
|     |                                                 | • Giving assignments, for example making pamphlets about plastic waste.         | Collection of evidence of learning achievement |
| 2   | Increase students' responsibility for their own learning | • Responsible for the implementation of practicum, where students must be careful and carry out practicum procedures correctly.  
|     |                                                 | • Completing tasks well for example: making a book until the book is published. | Reflection on learning |
| 3   | Become a focus to start discussions between teachers and students. | At the time of giving assignments to students, both individually and in groups. Like the assignment to make a pamphlet, when they determine the theme and contents of the pamphlet they will have a lot of discussion with the teacher. | Reflection on learning |
| 4   | Facilitates reflection and self-assessment.      | Inter-student assessment, such as reviewing assignments between friends.        | Reflection on learning |
| 5   | Accommodates a variety of learning styles, although not suitable for all learning styles. | Portfolio assessment can facilitate a wide variety of student learning styles and can incorporate a variety of teaching methods. | Reflection on learning |
| 6   | Monitor and assess student progress over time.   | Monitor student progress by looking at graphs of student progress (daily, weekly, monthly assessments, work results) as well as the development of student behavior from time to time in learning activities and extracurricular activities. | Collection of evidence of learning achievement |
| 7   | Assess performance, with practical application of theory, in a real-time naturalistic setting | Authentic assessment based on work results, work results, group discussions and performance / work. | Collection of evidence of learning achievement |
## Benefits of Portfolios as Assessment and Learning

| No. | Interview Descriptions | Coding |
|-----|------------------------|--------|
| 8   | Using multiple assessment methods. | Evaluation of evidence |
|     | - Learning methods are adjusted based on class conditions, because each class has different conditions. |
|     | - The application of various learning methods can make students feel more enjoyable (not boring) and more attractive learning. |
|     | - For example, making 1 student's product 1 book, writing speeches, library activities, student theater performances, making pamphlets. |
| 9   | Consider multiple raters' judgments. | Evaluation of evidence |
|     | - Cognitive assessments can consider allied teachers and considerate attitude assessments from religious teachers, PPKN, and BK and homeroom teachers. |
| 10  | Promotes creativity and problem solving. | Collection of evidence of learning achievement |
|     | - Performance / works through exhibitions, performing arts, and uploading works through social media channels. |
|     | - Make reports or interviews for major events and make reports, or make work visits or observations to businesses, educational institutions, and other places as learning materials. |
| 11  | Can be standardized and used in summative assessment. | Evaluation of evidence |
|     | - The model of assessment or assignment is still not diverse between allied teachers. |
|     | - Interguru coordination is required to equalize bills to students. |
| 12  | Combines subjective & objective, as well as qualitative & quantitative assessment procedures. | Defense of evidence |
|     | - Assessment is carried out by combining in terms of cognitive and skills (e.g. products and projects). |
|     | - In addition, student assessments take into account student attitudes from BK teachers, religion, PKN, and homeroom teachers or vice versa, we provide input. |
| 13  | Can be used to assess professional and personal attitude and development. | Related to item 12 |
|     | - Inter-senior assessment as a consideration for the final assessment by the teacher in order to see the contribution of each student's role in the group. |
| 14  | Enables identification of unsatisfactory or struggling players. | Defense of evidence |
|     | - Explain the rules of assessment to students so that students try to be actively involved in group assignments. |
|     | - Inter-student assessment as a consideration for the final assessment by the teacher in order to see the contribution of each student's role in the group. |
| 15  | Offers information to teachers to diagnose students' strengths / weaknesses | Assessment decision |
|     | - Doing student self-reflection. |
|     | - Inter-student assessment in assignment (review) assessment. |
|     | - Teacher's reflection in evaluating learning activities and implementing follow-up actions. |
| 16  | Reflects on student progress toward learning outcomes (i.e., student profiles). | Assessment decision |
|     | - Each student learning outcome is made a student profile based on the assessment of various assessors and various assessment models. |
| 17  | Can appreciate the learning process of student learning outcomes | Assessment decision |
|     | - Appreciate the results of students by providing constructive input in encouraging students to make improvements to the student learning process. |

**Table 2. Questionnaire and Interview Results for SMP Negeri 4 Pakem**
| No. | Benefits of Portfolios as Assessment and Learning | Interview Descriptions | Coding |
|-----|-----------------------------------------------|------------------------|--------|
| 1   | Assess and promote critical thinking.          | • The active role of students in learning provides great opportunities for students to think critically in solving problems.  
• The application is to provide a video clip and then ask the students to make predictions about what the characters might do.  
• Assign students to be discussants to provide comments/criticism/suggestions to other groups who are presenting. Criticism/suggestions/comments must be reinforcing, not blaming. | Collection of evidence of learning achievement |
| 2   | Increase students' responsibility for their own learning | • Giving rewards to students / groups who successfully work on assignments on time or quickly and are able to present them to the class. This can increase a sense of responsibility and discipline.  
• Give a warning to students not to practice plagiarism.  
• Foster a sense of responsibility for tasks that can be done properly and on time | Reflection on learning |
| 3   | Become a focus to start discussions between teachers and students. | Portfolio assessment provides students the opportunity to be more active in the learning process both in discussions and questions and answers between teachers and between friends. | Reflection on learning |
| 4   | Facilitates reflection and self-assessment.    | At the end of the lesson, reflection and drawing conclusions are made from learning activities. Assess students / groups who did the assignment well and provide input to students / groups to improve on the assignment. And carried out an inter-student assessment. | Reflection on learning |
| 5   | Accommodates a variety of learning styles, although not suitable for all learning styles. | The use of learning facilities in schools opens opportunities for students to learn based on ICT (using iPad and google classroom). This can facilitate students and teachers in applying various learning styles. And portfolio assessment can accommodate a variety of student learning styles by combining teaching methods. | Reflection on learning |
| 6   | Monitor and assess student progress over time. | Portfolio assessment monitors students' learning process over time. | Collection of evidence of learning achievement |
| 7   | Assess performance, with practical application of theory, in a real-time naturalistic setting. | Every lesson, the teacher is always the facilitator and guide so that the overall learning target is achieved based on the achievement of student development. | Collection of evidence of learning achievement |
| 8   | Using multiple assessment methods.             | Conducting student conditioning before learning activities, both conditioning a calm classroom situation before learning begins and evaluating previous lessons / materials. | Evaluation of evidence |
| 9   | Consider multiple raters’ judgments.          | • Teacher assessments and peer assessments. Assessment between friends is used as input for the teacher for assessment.  
• Assessment can also be done by asking for opinions or input from other teachers, for example a student when there is a problem in a lesson or attitude, he will crosscheck with his teacher, or with other subject teachers (allied teachers) and also an attitude assessment with consideration from the teacher. religion, PPKN, and BK. | Evaluation of evidence |
| 10  | Has display validity, content validity, and construct validity. | By providing teacher assessments, observations, and peer assessments. | Evaluation of evidence |
| 11  | Integrate learning and assessment.            | • The similarity between basic competency achievement and student goals is very important, as shown by the values achieved by students. Portfolio assessment is very well implemented because it can assess the process. So what is conveyed is whether they already understand and master the goals to be achieved.  
• Always provide reflections so that the assessment carried out provides information on improvements in improving learning activities. | Reflection on learning |
| No. | Benefits of Portfolios as Assessment and Learning | Interview Descriptions | Coding |
|-----|--------------------------------------------------|-------------------------|--------|
| 12  | Promotes creativity and problem solving.         | Students are given a large space in solving problems where the teacher only provides general signs / instructions. Through creative learning activities, examples of creative economy learning, where students are asked to produce other products that have more value than previous products. | Collection of evidence of learning achievement |
| 14  | Can be standardized and used in summative assessment. | It must be standardized and if used as summative assessment, this should be shared with students and parents. Portfolio assessment is part of the assessment of skills and knowledge, and summative assessments are still being carried out to standardize the portfolio assessments conducted by teachers. | Evaluation of evidence |
| 15  | Combines subjective & objective, as well as qualitative & quantitative assessment procedures. | Combines grades derived from teachers, peer assessment, oral assessments, written examinations, attitude and character assessments. | Defense of evidence |
| 16  | Can be used to assess professional and personal attitude and development. | The portfolio assessment is very supportive of character education and independent learning. Attitude assessment and personal development are carried out in coordination with school counseling teachers and also the principal. | Defense of evidence |
| 17  | Enables identification of unsatisfactory or struggling players. | Activating the role of students who in the student's observations are less active, for example by giving assignments as presenters/presenters if students are found who do not play an active role in the group. The teacher provides corrections or remedial notes for students/groups so that the future will be better, for example in the case of group presentations. In the division of tasks in groups, students can discuss the distribution of tasks and roles in the group. The teacher can also suggest related to this matter so that student activity in the group is carried out evenly and optimally. | Defense of evidence |
| 18  | Offers information to teachers to diagnose students' strengths / weaknesses | Teachers are quicker to see students' abilities so that they are easier to overcome obstacles in the learning process. More intensive attention to students who are weak in learning while for students with more abilities, I suggest helping their friends in understanding a learning material | Assessment decision |
| 19  | Reflects on student progress toward learning outcomes (i.e., student profiles). | From the results of reflecting on student learning outcomes, the teacher can plan remedial or remedial material explanations to students who have poor learning outcomes. The portfolio assessment includes an assessment rubric so that teachers can see student progress easily. | Assessment decision |
| 20  | Can appreciate the learning process of student learning outcomes | Each result will be given a note, verbal award, and used as an example of the work. Reflection is carried out on the learning process with questions and answers to students on the material they have obtained. This is a form of appreciating the learning process. | Assessment decision |
Implementation of Portfolio Assessment at SMPN 1 Bantul and SMPN 4 Pakem

The following is a description of the implementation of portfolio assessment that has been implemented (v) and will be implemented (o) at SMPN 1 Bantul and SMPN 4 Pakem (Table 3).

Table 3. Description of the Portfolio Assessment Implementation Instrument

| No. | Portfolio Result Form | SMPN 1 Bantul | SMPN 4 Pakem | Social Sciences |
|-----|-----------------------|---------------|--------------|----------------|
|     |                       | Math | Indonesian | Sains | English | Indonesian | Sains |          |
| 1   | Reflection writing    | -    | V           | V      | V       | V           | V      | V         |
| 2   | Review                | -    | V           | V      | -       | V           | V      | V         |
| 3   | Report                | V    | V           | V      | V       | V           | V      | V         |
| 4   | Tapes video recording | -    | V           | -      | V       | V           | -      | V         |
| 5   | Photo/picture         | V    | V           | V      | -       | V           | V      | V         |
| 6   | Snippet of writing    | -    | -           | V      | V       | V           | V      | V         |
| 7   | Graph/chart           | V    | -           | V      | V       | -           | -      | -         |
| 8   | Computer print out    | V    | V           | V      | V       | V           | V      | V         |
| 9   | Diagram               | V    | -           | V      | -       | -           | -      | -         |
| 10  | Poetry                | -    | V           | -      | -       | V           | -      | -         |
| 11  | Notes of discussions/activities at home | -    | V           | V      | V       | V           | V      | V         |
| 12  | Record anything/audio tapes | -    | -           | V      | V       | V           | -      | V         |
| 13  | Draft                 | -    | -           | -      | V       | V           | V      | -         |
| 14  | Illustration          | -    | -           | -      | -       | O           | V      | -         |
| 15  | Works in the form of objects | V    | V           | V      | -       | -           | -      | V         |
| 16  | Model/mockup          | -    | -           | V      | -       | V           | V      | O         |
| 17  | Scrapbook             | -    | V           | V      | V       | O           | O      | -         |
| 18  | Diagram               | V    | -           | -      | -       | -           | -      | -         |
| 19  | Song                  | -    | V           | -      | V       | V           | O      | O         |
| 20  | Others                | -    | Book        | -      | -       | -           | -      | -         |

The form of portfolio assessment results varies and each form of portfolio assessment cannot always be used by teachers, for example, poetry that cannot be used by science or mathematics subject teachers. The form of portfolio assessment is tailored to the needs of the teacher in carrying out learning evaluations. However, in the implementation of the portfolio assessment, there are still obstacles in its implementation, including (Table 4).

Table 4. Constraints in the Implementation of Portfolio Assessment at SMPN 1 Bantul and SMPN 4 Pakem

| No. | Constraints to the Implementation of Portfolio Assessment | SMPN 1 Bantul | SMPN 4 Pakem |
|-----|---------------------------------------------------------|---------------|--------------|
| 1   | Portfolio appraisal requires extra work compared to other assessments | -             | -            |
| 2   | Portfolio assessments appear less reliable than other assessments that use numbers such as daily tests. | V             | -            |
| 3   | Teachers have a tendency to pay attention only for the ultimate attainment. | -             | -            |
| 4   | Teachers and students are usually trapped in a top-down relationship, where teachers think they know everything and students are always seen as objects that must be educated and informed. | V             | V            |
| 5   | The community, especially the parents of students, has only known the success of their children only in the final test results | V             | V            |
| 6   | Most teachers are unfamiliar with portfolio assessment | V             | V            |
Based on the results of observations made at SMPN 1 Bantul and SMPN 4 Pakem through the process of filling in instruments, interviews, and classroom observations by researchers, there are several similarities and differences in the implementation of the three schools. Among the similarities is that portfolio assessment-based learning has been done very well where students are positioned as the central point. Portfolio assessment is used to assess student development processes in terms of knowledge, skills, and attitudes. This development process can be used to see the progress of students in achieving predetermined goals. This is in line with research by Setiamihardja which states that the application of portfolio assessment is used to document student development during the learning process within a certain period of time so that it is very effective in encouraging students to improve knowledge, skills, and attitudes (Setiamihardja, 2011).

However, there are differences in the form of portfolio assessment at SMPN 1 Bantul and SMPN 4 Pakem based on the use of learning resources around students. At SMPN 1 Bantul, learning resources use reading materials in the library, Reading Corner (Gasebo which provides books), scientific gardens, electronic books or online learning resources. Meanwhile, at SMPN 4 Pakem, the use of electronic learning resources through the media of digital tablets and reading books available in schools.

Furthermore, the factors that determine the success of the portfolio assessment implementation in the two schools include: schools have good policies to support the implementation of portfolio assessments conducted by teachers; the school and teachers consistently and always innovate in carrying out forms of portfolio assessment by utilizing learning resources in the vicinity; schools conduct socialization of the program to parents and students; as well as synergy between schools, teachers, parents, and students. However, it is necessary to standardize portfolio assessments carried out between teachers in the same subject so that the assessments carried out by teachers have the same standardization. This poses a challenge for teachers and schools in standardizing the form of portfolio assessments that are carried out so that schools together with teachers develop guidelines for portfolio assessments as well as technical guidelines for implementing portfolio assessments. In addition, it is necessary to disseminate this portfolio assessment program for both students and parents so that in the learning process (both at school and at home), students can optimally carry out the learning process properly and can see the progress of the learning process. This will motivate students to continue to improve their learning abilities in terms of knowledge, skills and attitudes.

**CONCLUSION**

The implementation of the portfolio assessment carried out at SMPN 1 Bantul and SMPN 4 Pakem went very well and was effective because it was supported by school stakeholders (school principals, educators, education staff, students, parents, and the community) through various policies and concrete actions carried out consistently and the seriousness of the school in supporting the program. The good practices that can be used as models by schools include ICT-based learning,
teacher competency development, extracurricular activities, literacy weeks, visiting student work, parenting activities, and character strengthening programs.

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