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Analysis of the Application of Portfolio Assessment in the Assessment of Student Learning Outcomes of SMK AL Asyariyah Prambon

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Abstract

Assessment is an inseparable part of the teaching and learning process. Assessment is used as an effort to measure the success of the teaching and learning process. This study shows an assessment of the application of portfolio assessment which is a form of student learning outcomes after carrying out the process of teaching and learning activities, which qualitatively provides an overview of students' understanding of a subject. Judging from the results of the formative tests that have been carried out, on average there is a tendency that the competencies assessed from the student performance portfolio have met the minimum completeness criteria (KKM). The results of the portfolio assessment show that students already understand the material on Creative Products and Entrepreneurship in the Entrepreneurial Attitudes and Behavior chapter.

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INTRODUCTION

Education is the preparation of students' subjects to face an ever-changing environment. To overcome this, it is necessary to implement an appropriate learning system to achieve the goal. The goal in question is the success of a learning process for students after the material stimulus delivered by the teacher. This success can be seen from the results of the assessment, because basically the learning and assessment process is an inseparable unit. So the teacher needs to determine the right system or strategy in the process of delivering learning material.

So that the learning process can be a facility for developing the potential of students, it is necessary to have a learning process that leads to emphasis on student activity. (Adigeb, P. A, 2017) Assessment is a process carried out by teachers to obtain information about student performance. Darling-Hammond, L., & Falk, B. (2013). Assessment or assessment is part of the learning process to collect information through various techniques. (Weurlander, M., 2012). The results of the study are used as consideration for determining a particular attribute or character possessed by the student, referring to the rules and formulations that must be generally agreed upon by experts (Ida Farida, 2017). Assessment of learning outcomes is a portrait of the achievement of one of the competencies that can be used as a reflection of planning for teaching and learning activities. (Sipos, Y, 2008).

Moekijat (1992:69) suggests in relation to the evaluation of learning, that the evaluation technique of learning knowledge, skills, and attitudes is as follows: Evaluation of learning knowledge, can be done with written, oral, and questionnaires. In this study, we evaluate learning by conducting practice questions. One of the assessments of students that can create students that can be used to measure students' understanding in the subject of creative products and entrepreneurship is a portfolio assessment. Portfolio assessment can be used as an assessment of students' conceptual mastery. Portfolios are starting to be used in the world of education to assess the work of an individual or group in the student learning process (Cakan et al., 2010). The advantage of portfolio assessment is that it can provide opportunities for students to control the extent of the development of abilities that have been obtained.

Learning outcomes are changes in behavior in a person that can be observed and measured in the form of knowledge, attitudes and skills (Hamalik). These changes are interpreted as the occurrence of good improvement and development, from not knowing to knowing. Learning outcomes aim to determine the level of success achieved by students after participating in learning activities, which are marked by a scale in the form of letters or words or symbols (Dimiyati and Mudjiono, 2009). Portfolio assessment integrates all forms of outcome assessment and learning processes. The integration of portfolio assessment starts from teacher-made tests, standardized tests, and performance assessments. The range of portfolio assessment capabilities is so wide that it is able to give special strengths to the portfolio assessment.

METHOD

This study used a qualitative approach. Qualitative research is research that intends to understand the phenomenon of what is experienced by research subjects

by means of descriptions in the form of words and language, in a special context by utilizing various methods. The method used in data collection is through the portfolio assessment method. The subjects of this study were students of class XI SMK Al Asyariyah which is located at Jl. Watudandang Mosque, Kec. Prambon, Kab. Nganjuk, East Java. The data collection in this study was carried out using a documentation guide instrument.

In the context of learning carried out on the subjects of creative products and entrepreneurship, this research focuses on mastery of material concepts. The learning process is generally carried out in four stages of activity, namely, 1) the planning stage of learning objectives; 2) early introduction of students' abilities and readiness; 3) learning process; and 4) learning evaluation. Portfolio is defined as a set of planned student efforts, progress or achievements in a particular area. Basically, this portfolio approach focuses on the student as the center of the learning process. Several portfolio methods that are considered very important in the portfolio assessment process are 1) collecting (storing), 2) selecting (sorting), 3) determining (dating) atask. The instrument used in this research is a formative test which is an evaluation carried out at the end of the discussion of a subject which aims to determine the extent to which the learning process has gone as planned.

RESULTS AND DISCUSSION

Implementation of this research is located at SMK Al-Asyariyah Prambon with the address Jl.Mosque Watudandang, Watu Dandang, Kec. Prambon, Kab. Nganjuk Prov. East Java. This school, with facilities of 18 (eighteen) classrooms, library and 6 (six) student sanitation.Vocational School is supported by 25 (twenty five) teaching staff, with Mrs. Anik Zulaikah as the principal and implementing the 2013 SMK curriculum.

Asyariyahas follows:

Vision

"To be an Islamic school, superior, independent, professional and entrepreneurial spirit"

Mission

1. To develop education based on Imam, Islam and Ihsan
2. Organizing superior education in the field of science and technology (IPTK)
3. Print graduates who are competent in their fields
4. Equipping graduates who have entrepreneurial insight and have a high work ethic

Implementation of the test carried out in the form of multiple choice questions consisting of an introductory statement and an incomplete statement with several answer choices. The answer choices consist of five choices with one correct answer and the other as a distractor. In the multiple choice questions that are used to measure learning outcomes, several models are used, including 1) complete choices where the questions consist of main sentences in the form of incomplete statements and only one correct answer out of five answer choices; 2) case analysis consisting of questions in the form of state simulations in the form of descriptions of events made as examples of the elaboration of the material.

The assessment will be carried out on Monday, December 6, 2021, for class XI Accounting A students in the odd semester of the 2021/2022 academic year. The implementation of the portfolio-based assessment which is a formative test was

carried out with a total of 15 students as respondents, this is because the implementation of teaching and learning activities is still a hybrid learning system, namely learning that is carried out by combining online learning methods (on a network) or online with face-to-face meeting methods. advance in class which is carried out with certain time conditions. The implementation of this hybrid learning is due to the Covid-19 pandemic, which is still in the recovery stage and the new normal.

Before carrying out this portfolio-based assessment, the researcher determines what subjects will be assessed and then conducts a suitability test of the instrument proposed to the teacher in charge of Creative Products and Entrepreneurship subjects. In this subject, the researcher chooses the chapter or subject that has been taught by the subject teacher, namely Entrepreneurial Attitudes and Behavior with KD (Basic Competence) 3.1 Understanding entrepreneurial attitudes and behavior which includes material 1) The scope of entrepreneurship; 2) Entrepreneurial characteristics; 3) Factors of failure and success of the business. The following is a grid of formative tests with the subject of Entrepreneurial Attitudes and Behaviors:

QUESTIONS OF QUESTIONS				
School Name		: SMK AL ASYARIYAH PRAMBON		
Subjects		: Creative Products and Entrepreneurship		
Class/Semester		: XI (Eleven) / Odd		
Year		:2021/202		
Material Chapter		: Entrepreneurial Attitudes and Behavior		
Time Allocation		: 60 minutes		
Competence Basic	Material	Question	No. Problem	
3.1 Understanding entrepreneurial attitudes and behavior	The scope of entrepreneurship	Define the notion of entrepreneurship	1, 2, 3	
		Define the notion of entrepreneurship	4, 5	
		Determine the types of entrepreneurship	6, 7, 8	
		Determine the advantages of entrepreneurship	9, 10	

		Determine the disadvantages of entrepreneurship	11
	Characteristics of entrepreneurship	Determine the meaning of the characteristics entrepreneur	12
		Determine the characteristics and characteristics of an entrepreneur	13, 14, 15
		Determine the entrepreneurial characteristics of 10D	16, 17, 18

After making a grid and assessment provisions and obtaining approval from the teaching teacher on the suitability of the assessment instrument, the researcher distributed a question sheet containing 25 questions in the class for students to work on. The following is an example of multiple choice questions given in class XI Accounting A:

No.	Example Problems
1.	<p>Smart or talented people recognize new products, determine new production methods, organize operations to procure new products, market them, and manage operating capital, which is the definition of..</p> <p>A. Entrepreneur B. Entrepreneur C. Entrepreneurship D. Entrepreneur E. Management Expert</p>
2.	<p>An entrepreneur is a who buys goods today at a certain price and sells them in the future at an uncertain price, is an entrepreneurial term proposed by A. Kotler</p> <p>B. Adam Smith C. Eddy Soeryanto Soegoto D. Richard Cantillon E. Ahmad Sanusi</p>

3.	<p>Entrepreneur is someone who has a strong drive from within to obtain a goal, to want to conduct experiments or to display one's freedom outside the control of others, is the definition of entrepreneurship according to the view of ...</p> <p>A. Psychology B. Management C. Capital D. Economics E. Entrepreneurial</p>
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The following are the provisions for the weighted scores of the 25 questions given:

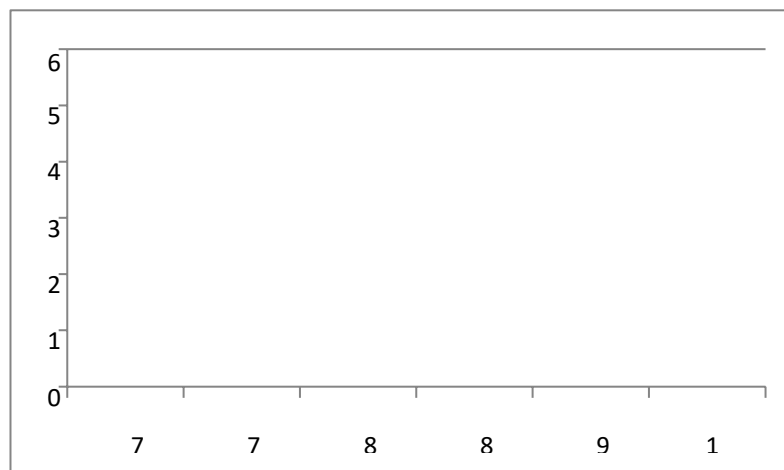
Description of Score Weight:

1. If answered correctly, a score of 1
2. If answered incorrectly / not answered, a score of 0
3. The total score is 25

Scores = Total Score x 4 =

KKM = 75

After students work on the given questions, then enter the scoring stage with the provisions of the predetermined scoring formula. Based on the data that has been obtained from working on 25 questions from 15 students, the results are as follows:



The diagram above shows that the lowest score obtained is 72 with two students, and the highest score obtained is a perfect score of 100 with one student. If seen from the diagram above, the average value obtained is 86.6. Based on the average value, it can be concluded that the average student performance has met the minimum completeness criteria (KKM).

Based on student work data and the results of the assessment that have been collected, from the 25 questions given, there is one item that gets the most wrong answers from students, namely 5 students, the question is about the term entrepreneurship proposed by one of the experts. Apart from that one item, students have various numbers that have wrong answers, it can be concluded that the material understood by each student is different and the ability of each student

cannot be generalized. Thus, the implementation of this test is used to determine how far the students' understanding is.

Research was conducted during the COVID-19 pandemic, so the learning system was still carried out using hybrid learning or a combination online (in a network) and face-to-face in class. The number of students is also limited during hybrid learning, which is 50% of the number of students in one class. 2. The research was conducted at the end of semester 1 learning, so that the time for conducting the research was limited due to the implementation of the Semester 1 Final Examination. Due to time constraints, researchers were only given the opportunity to distribute questions to 50% of students in one class with a total of 15 students.

CONCLUSION

The application of the formative test method as a form of portfolio assessment that has been carried out aims to determine the extent of students' understanding in understanding the subject matter of Creative Products and Entrepreneurship with the subject of Entrepreneurial Attitudes and Behavior. It begins with identifying the basic competencies that have been taught by the teacher to students. After determining the basic competencies, then a grid is made that refers to the basic competencies along with scoring and weighting until the final score is found as a whole, then developed in the form of questions. The results of the assessment that have been carried out show that students' understanding of the subject of Entrepreneurial Attitudes and Behavior that has been taught by previous teachers can be understood by students. The results show the average score that exceeds the minimum completeness score (KKM) is 86.6, thus it can be concluded that students are able to understand the material that has been taught by the teacher well.

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