

Application of Portfolio Assessment on Geography Learning

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ABSTRACT: *The modern learning paradigm focuses on the student's needs. In Geography subject, it will be enhanced through reading comprehension skills. Thus portfolio evaluation is an informal evaluation from one activity to the next activities. The student's ability and performance are recorded by using notes during the learning process. Therefore, the evaluation which is included in Outlines of the Learning Program (GBPP) of Geography subject in Senior High School (SMA) uses portfolio evaluation.*

KEYWORD: *Portfolio, Evaluation, Geography, Learning, SMA.*

INTRODUCTION

Nowadays, Geography learning in SMA emphasizes a collective and integrated approach from Geography materials into learning. However, to assess the success of learning Geography, education practitioners, especially those who handle the curriculum, have not thought about and applied a time and space approach in their assessment.

In this paper, the author puts forward the application of the portfolio developed by Moya & O'Malley (1994); Waseso (2016) as a tool to assess learning success. In the application of the model, the developed system is aligned with the GBPP pattern in each of its components: objectives, list of themes, use of language and language elements, list of vocabulary, and learning activities to develop language skills with understanding.

1.1 The Nature of Portfolio Valuation

At first, the portfolio was only a collection of assignments, teaching experiences, exhibitions, results assessments, own work in the field of art (Thomas, 1998). From that collection, the teacher assesses learning painting skills, so that the results of the assessment do not only rely on the results of the final test which can sometimes be invalid because the work of a person learning on the final test can be influenced by the situation and conditions at the time of doing the test, such as learning is sick and/or lack of concentration which can result in a painting that is not good at the time. Portfolio assessment, on the other hand, is the refinement and development of a portfolio by considering the steps used in planning, collecting, and analyzing (sources) of data collected through a portfolio (Johnson, 2009).

1.2 Indications of Portfolio Valuation Model

The portfolio assessment model has the following characteristics:

1. Comprehensive: In assessing student work outcomes, the portfolio model uses formal and informal assessment techniques; focusing not only on the product but also the learning process, trying to understand the development of language learning in linguistic, cognitive, metacognitive, and affective aspects; consisting

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of input from the teacher, learning, and learning objectives; and emphasize academic development in addition to informal development.

2. Planned and systematic: Portfolio assessments are carefully planned before they are carried out; portfolio team members prepare portfolio outlines, portfolio contents, data collection schedules, and learner performance criteria; and portfolio assessments should have clear objectives. These objectives include:

- Informative: Information must be meaningful to teachers, learners, and parents; useful for adapting teaching and curriculum to learning needs; is a periodic feedback mechanism for teachers and students and a system for evaluating the usefulness and completeness of the information collected.
- Patterned: The patterned assessment model is by the objectives to be achieved by the assessment model, student goals, and learning activity assessment needs.
- Authentic: Information is based on assessment tasks with authentic activities. Tasks are carried out by learning naturally as part of teaching. In addition, language development is more holistic and integrative, and functional than separate abilities.

1.3 Reasons for Using Portfolios in Learning Geography

Three main factors make the application of portfolios important in teaching Geography: the limitations of a single measurement, the complexity of the constructs assessed, and the need for appropriate assessment techniques to teach Geography.

1.4 Limitations of the Single Measurement Approach

A single measurement is a form of learning achievement assessment using tests at the end of the learning period, such as semester and quarterly exams. Tests like this can reduce the meaning of teaching and learning in preparation for the test (Haney & Madaus, 1989). A school, for example, can play with student grades just so that the quality of the school looks good, while the skills and knowledge possessed by students are of low quality.

The focus of attention on a single measurement is on lower-level skills in the sense that learning is only able to do tests. What is expected from a teaching and learning process is a natural skill as a result of the teaching and learning process (Haney & Madaus, 1989).

A single measurement is given in a uniform form and at the same time. The use of a single measurement implies that the test maker assumes that the thinking process of each individual is the same and the reasons for answering are sometimes irrelevant to the learning thinking process (Wiggins, 1989).

Another limitation of measurement is the emphasis on output in terms of quantity rather than formative feedback relevant to teaching. A teacher generally makes a rating of learning scores, calculating the percentage of learning that gets high, medium, and low scores and this goes on from year to year.

THEORETICAL FRAMEWORK AND DISCUSSION

2.1 Portfolio Assessment Ability to Adjust to Learning Procedures.

The general benefits of the portfolio assessment model for teaching and learning assessments are:

- First, adapting portfolio procedures to information needs and teaching and learning objectives will further increase the validity of curriculum and teaching than using standardized tests.
- Second, because portfolio assessment is based on classroom activities, data on learning progress and development are always available and can be used in a format very, as opposed to the summative role of standardized tests.

- Third, there are different views on learning geography, especially physical geography with social geography. This model can easily be applied to portfolio assessment.
- Fourth, because portfolio assessment is not limited to multiple-choice assessment techniques, attention can be directed to various high-level skills, such as the learner's ability to process information integratively; and lastly, portfolios can organize the documentation of learning language development systematically.

2.2 Portfolio Valuation Model

The proposed Portfolio Model for Indonesian language learning includes six levels of interrelated assessment activities:

- First, setting the goals and focus of the portfolio which includes the formation of a committee and determining the focus of the portfolio.
- Second, planning the contents of the portfolio consists of setting the assessment steps, determining the contents of the portfolio, and determining the frequency of the assessment.
- Third, the design of portfolio analysis in which there are standards and criteria for assessment, determination of steps in integrating information, and scheduling of staff tasks in analysis.
- Fourth, prepare teaching and learning which consists of planning and implementation of teaching and learning feedback planning for learners and their parents.
- Fifth, planning the verification of assessment steps which includes the establishment of a reliability checking system and the establishment of a system to validate the decisions taken; and finally, the implementation of the assessment model.

2.3 Application of Portfolio Assessment in GBPP Geography Subjects in SMA

Retracing each step of the interrelated portfolio assessment model above, the author tries to apply it to the GBPP for Geography learning based on the existing curriculum.

1. Define Portfolio Goals and Focus

Before determining the goals and focus of the portfolio, a portfolio development committee must first be held. Committee members must consider the expertise and knowledge of each member, both in appointing the chairman of the committee and members. The smooth development of the portfolio depends a lot on the experience and knowledge of each member.

In the orientation of this portfolio model, staff should minimize their time to provide assessments to learners, and maximize the benefits of information obtained from the assessment. The staff is expected not to concentrate too much on the activities of giving numbers to the activities carried out by learning in the classroom, but from the information obtained from the assessment, the staff guides the results to solve problems experienced by students. Staff activities in conducting assessments must be coordinated. Staff cohesiveness is required in all assessment activities because without coordination, a valid assessment is difficult to achieve. If a staff member gives a wrong assessment of an individual, the problem-solving that will be handled together can go wrong.

If needed, specialists in curriculum and teaching, assessment and acquisition of Indonesian can be brought in during portfolio planning. By bringing in specialists, time efficiency and planning accuracy in achieving teaching objectives can be achieved. The specialist will direct the work of the committee so that in a short time the planning can be completed efficiently and accurately.

In determining the focus of the portfolio, the committee will not experience difficulties because, in the GBPP, the objectives of each indicator according to the basic competencies have been outlined in each basic competency in each semester. The assessment focus in the portfolio monitors learning progress and progress. According to the focus above, staff can use both formal and informal techniques described below. Teachers do not forget to give value to the results of the assessment and the results of teaching interventions on learning.

Overall, each of the four skills does not stand alone; everything is interrelated. Therefore, in assessing one skill, the teacher must carry out an integrative assessment by paying attention to the focus that has been set on the goals of each skill. There are four types of general goals that teachers must pay attention to, namely skills, strategies, concepts, and applications.

2. Planning the Contents of the Portfolio

One aspect of what is meant by content is the assessment procedure. There are two types of procedures, namely formal techniques and informal techniques. Formal techniques include formal tests contained in each chapter and unit. In the available package book, there are the tests in question. In addition, other standardized tests can be found at relevant institutions, such as language halls, training centers, libraries, and bookstores. If you have experience in making standardized tests, teachers can make their tests in the form of achievement, professional, and diagnostic tests. All these tests will result in a number.

Foley (2020) add, informal techniques are usually subjective. In this informal technique, the teacher usually gives a rating for the results of the learning work. The teacher records the problems experienced by learning in completing their tasks by guiding the learning objectives in each semester according to each class. In addition, students are allowed to examine and assess their assignments while discussing them together in class. In addition to practicing learning to know their strengths and weaknesses, learning gains awareness that they are trained to be honest for self-improvement and development.

Regularly, the teacher records the progress of learning from one assignment to another, from unit to unit, and from semester to semester to definitely know the progress of students for problem-solving purposes and not to assess quantitatively. The teacher archives several samples of assignments given to students according to good, moderate, and poor ratings. This ranking is intended so that teachers can rank learning abilities from the highest to the lowest. If grading is needed, the teacher is ready with the data. If the teacher uses dialogue or assigns students to make dialogues, archive the dialogues in order according to their rank. Observations of learning activities are not based on artificial activities, but natural ones. This allows the teacher to assess learning activities that arise from original abilities, not made up so that the results of the assessment also become valid. Every observation should be well-planned. To see students' understanding of the material, the teacher can give an action test. This test helps to learn to know the earth, the layers of the earth, and the activities of living things on the surface of the earth. If the task is about approaching the material of living things or human activities and natural phenomena in the Earth's atmosphere, students are given the task of collecting information in the form of newspaper clippings. At certain times an oral test is used to detect students' mastery of natural phenomena and human activities to preserve nature.

3. Designing Portfolio Analysis

The first thing to do in designing this portfolio analysis is to determine the assessment criteria. Two types of assessment commonly used are criterion reference and norm reference. Committee members must agree on the criteria to be used with the right reasons.

4. Preparing Teaching and Learning

What is this portfolio used for, it must be designed properly before its implementation. Portfolio assessment is used to:

- Monitor learning progress,
- Placing learners at the appropriate level, assigning grades,
- Designing the implementation of the next teaching, and
- Determine the right time for learners to be able to leave the current teaching program for the next program.

Feedback for learning and parents should also be well-designed. This feedback is for:

- Provide Information to learners about their progress, and
- Provide concrete information about the development and progress achieved by their children.

5. Planning Verification of Assessment Steps

Another thing that needs to be planned properly is a system to determine the reliability of the assessment results. There are four commonly used methods:

- Test Repeatability
- Consistency reliability between items
- Halved Reliability
- Appraiser Reliability

In addition, for validation, there are five different techniques used:

- Facial validity
- Unity validity
- Predictive validity
- Content validity

6. Implementing the Assessment Model

After everything is well designed, the assessment model of course requires re-examination. Assessment team members carefully and thoroughly re-examine step by step so that there are no mistakes and objective assessment results can be achieved.

CLOSING

This section concerns two aspects, namely the strengths of the portfolio model and the weaknesses of the portfolio model. Strength model portfolio, among others:

1. The strengths of the portfolio assessment model are :
 - Foster a sense of unity in the assessor.
 - Encourage the implementation of well-planned classroom activities.
 - Encourage serious discussion of the assessment criteria and what happens in the classroom.
 - Bringing assessment closer to class activities.

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- Enable learners to absorb the skills they learn through process-based classroom activities.
 - Making assessment a teaching strategy to improve learning.
 - More concerned with the strengths of learners rather than focusing on their weaknesses; in involving the learners themselves and their parents in carrying out the assessment; and
 - Make assessments fairer.
2. Weaknesses of the portfolio model assessment include :
- In the validation procedure, the portfolio assessment model uses a qualitative approach. Implementation of validation and determination of reliability is more difficult than in the quantitative approach.
 - In portfolio assessment, it is very difficult to determine the criteria. The standards used for portfolio assessment must be holistic and reflect appropriately the progress and development of learning.
 - Portfolio assessment requires high accuracy and high dedication from its users, often this is difficult to do.

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