

Implementation of Portfolio Assessment and this Impact at Students Level of Self Regulation On Design Mode in Class of XI Tata Busana 1 SMK Negeri 3 Kediri

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Abstrak

Tujuan dari penelitian ini yaitu untuk mengetahui hasil belajar dan tingkat *self regulation* peserta didik kelas XI tata Busana 1 SMK Negeri 3 Kediri melalui penerapan asesmen portofolio. Metode yang digunakan dalam penelitian merupakan metode deskriptif kuantitatif melalui pendekatan pre-eksperimental design jenis one-shot case study. Sampel pada penelitian sejumlah 35 peserta didik. Data penelitian ini diperoleh melalui penilaian hasil belajar dan *self regulation* dengan menggunakan instrumen penelitian berupa lembar penilaian portofolio dan lembar penilaian *self regulation*. Data dalam penelitian ini diolah menggunakan teknik analisis statistik deskriptif. Hasil penelitian ini membuktikan: (1) hasil belajar peserta didik melalui penerapan asesmen portofolio memperoleh nilai rata-rata kelas 86,7 dengan persentase ketuntasan hasil belajar 97% dalam kriteria sangat baik, dan (2) tingkat *self regulation* peserta didik melalui penerapan asesmen portofolio memperoleh hasil dengan kriteria sangat baik dimana 100% peserta didik memperoleh skor *self regulation* dengan kriteria sangat baik dan baik.

Kata kunci: *Asesmen Portofolio, Regulasi Diri, Hasil Belajar*

Abstract

This research aimed to find out learning outcomes and the level of student self regulation in class XI Tata Busana 1 SMKN 3 Kediri through the implementation of portfolio assessment. Quantitative descriptive method with a pre-eksperimental design of one-shot case study type was used in this research. The sample consisted of 35 students. The data for this research were collected through portfolio assessment sheets to measure learning outcomes and self regulation assessment sheets to evaluate self regulation. The data were analyzed using descriptive statistical techniques. The findings of this research revealed that: (1) the learning outcomes of students through the implementation of portfolio assessment achieved a class average score of 86.7, with a learning completeness percentage of 97% categorized as excellent, and (2) the level of students self regulation through the implementation of portfolio assessment was categorized as excellent, with 100% students obtaining self regulation scores in the excellent and good criteria.

Keywords : *Portfolio Assessment, Self regulation, Learning Outcomes*

INTRODUCTION

The curriculum structure of vocational schools is divided into two main parts, namely general subject groups and vocational subject groups. The vocational subject group serves to form students as individuals who have competencies according to the needs of the world of work, science, technology, art, and culture. Vocational subjects taught in phase E are vocational subjects whose material is centered on learning the basics of skills. Meanwhile, in Phase F, it includes a group of competency units that have been developed more technically according to the chosen concentration of expertise (Kemdikbud, 2021).

In the fashion design expertise program, especially in phase F, there are fashion design and production subjects. Fashion design and production subjects contain a set of competencies that must be possessed by students in mastering expertise in the field of fashion. Fashion design and production consists of elements related to mastery of the expertise of developing fashion

design and production. Learning in phase F emphasizes the formation of work character, knowledge and abilities related to fashion design and production that must be possessed by students ranging from design, patterns, sewing, and quality control. This series of fashion design and production subjects aims to provide provisions for students in the form of knowledge, skills, and attitudes (hard skills and soft skills) (Badan Standar Kurikulum dan Asesmen Pendidikan, 2022).

Based on the results of interviews with vocational subject teachers at SMK Negeri 3 Kediri, there are many tasks in the design mode element. These tasks must be completed by students in stages for one semester. Meanwhile, what happens in learning, some students are not able to schedule the time to do the assignments and often postpone the assignments given by the teacher. So that many tasks are not completed according to the predetermined time. Assignments that pile up at the end, resulting in teachers finding it difficult to correct the results of students' assignments. In addition, students do not have the opportunity to improve the assignments made. The problems that occur in the learning process show that there are symptoms that students lack good self-regulation. This is related to the ability of students to manage their own learning. This will of course also affect the learning outcomes of students. For this reason, a method is needed that can help students schedule the time to do the assignment and provide an overview of the students' abilities from time to time, as well as be used as material for students to conduct self-assessments.

Wulan (2009) explained that, a portfolio is interpreted as a collection of works and notes about students' learning progress which contains two main things, namely: (1) What students have learned and how they succeed in learning, (2) How students think, ask, analyze, synthesize, produce, and create as well as how students interact emotionally, intellectually, and social with other students. According to Genesee & Upshur quoted by (Muin, et al., 2021), a portfolio is a collection of works that can describe and show the results of efforts, progress, and achievements to others and yourself in a certain field. Meanwhile, portfolio assessment is a set of documents that document and reflect the work of students as evidence of students' learning experiences (Setiawati, 2012). According to Supranata & Hatta (2007), the portfolio aims to help students set their learning goals, as well as serve as evidence for self-evaluation.

Self-evaluation and goal setting are important components in self-regulation which are included in the metacognitive aspect (Schunk, 2008). As explained by Zimmerman as quoted by (Ruminta, et al., 2018), self-regulation is a way to regulate an individual's learning process independently through the stages of planning, setting, and achieving goals. Where there are three aspects in self-regulation, including the metacognition aspect, the motivation aspect, and the behavioral aspect. Regarding the metacognition aspect, students begin to plan, set goals, and evaluate tasks.

Based on several relevant research results, including research conducted by Kusumawati & Hidayati (2021), the results were obtained that portfolio assessments are suitable for subjects that demand learning output in terms of knowledge, skills, and attitudes. In a research conducted by Hidayati, et al., (2018), the results were obtained that portfolio assessment can have an influence on improving the self-regulation of students of the S1 Fashion Education study program, because through portfolio assessments students are required to play an active role, take full responsibility for learning starting from setting goals, selecting and arranging portfolio contents, to evaluating learning outcomes. In addition, in a study conducted by Ernawati (2016), the results were obtained that there was an effect of portfolio assessment on the improvement of self-regulation and cognitive ability in grade XI students of biology at SMAN 12 Bandar Lampung. Strengthened by study conducted by Nastiti, et al., (2022a), the results were obtained that there was a difference in students' self-regulation in economic learning that applied portfolio assessments and without implementing portfolio assessments with an effectiveness value of 0.31.

Based on the research background above, the researcher is interested in conducting a study with the title: Implementation Of Portfolio Assessment and this Impact at Students Level of Self Regulation On Design Mode in Class of XI Tata Busana 1 SMK Negeri 3 Kediri

METHOD

This research used a quantitative descriptive method with pre-experimental design approach with a one-shot case study type. This research was carried out at SMKN 3 Kediri which is located on Jl. Hasanudin No. 10, Kediri, East Java. The research was conducted in class of XI Tata Busana 1 in the 2024/2025 school year. The population in this research is students class of XI Tata Busana SMKN 3 Kediri. The sample in this research is class of XI Tata Busana 1 SMKN 3 Kediri for the 2024/2025 school year consisting of 35 students. The determination of this sample was determined using a simple random sampling technique. The data collection techniques used are assessment of learning outcomes and self-regulation. The research instruments used in this research are portfolio assessment sheets and self-regulation assessment sheets. The research instruments used in this research are portfolio assessment sheets and self-regulation assessment sheets. The data analysis technique used to measure learning outcomes and self-regulation of students after the implementation of portfolio assessment in this research is a descriptive statistical analysis technique. The results of descriptive data analysis in this research are in the form of data presentation through tables, diagrams, mean calculations and percentage calculations.

RESULT AND DISCUSSION

Result

Student Learning Outcomes Through the Implementation of Portfolio Assessment

From the results of the research data processing, the average class score was 86.7 out of a maximum score of 100, with the highest score of 97 and the lowest score of 73. The following is presented the data on the result of the assessment of the students portfolios in class of XI Tata Busana 1 in diagram 1:

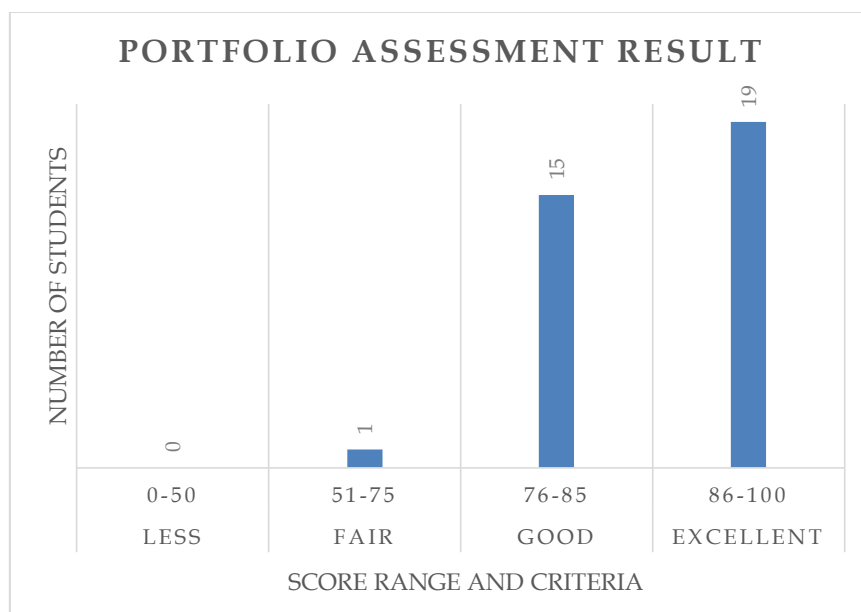


Diagram 1 Portfolio Assessment Result

Figure 1 above, illustrates the data from the results of the portfolio assessment in terms of the composition of learning outcomes, 1 student obtained a score in the range of 51-75 with fair criteria, 15 students obtained a score in the range of 76-85 with good criteria, and 19 students obtained a score in the range of 86-100 with Excellent criteria. Furthermore, from the data, the percentage of portfolio assessment results in each value range presented in the following chart 2 is calculated:

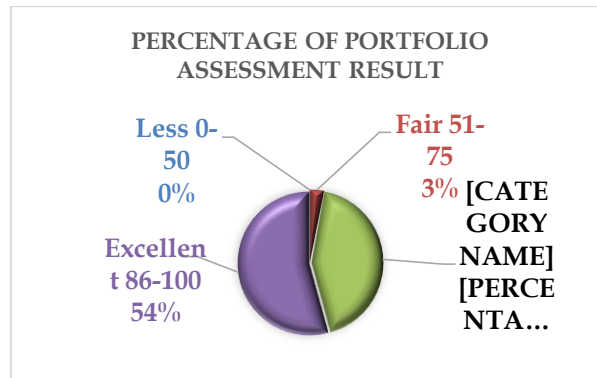


Diagram 2 Percentage of Portfolio Assessment Result

Based on diagram 2 above, it shows that 3% of students obtained scores with Fair criteria, 43% of students obtained scores with good criteria, and 54% of students obtained scores with Excellent criteria. In addition to being calculated based on the composition of learning outcomes, the results of data calculations based on the completeness of learning outcomes are also presented in this study. The value of the Minimum Completeness Criteria (KKM) applied to design mode elements at SMK Negeri 3 Kediri is 75. From the aspect of completeness of learning outcomes, the data from the portfolio assessment results that have been obtained are presented in the following diagram 3:

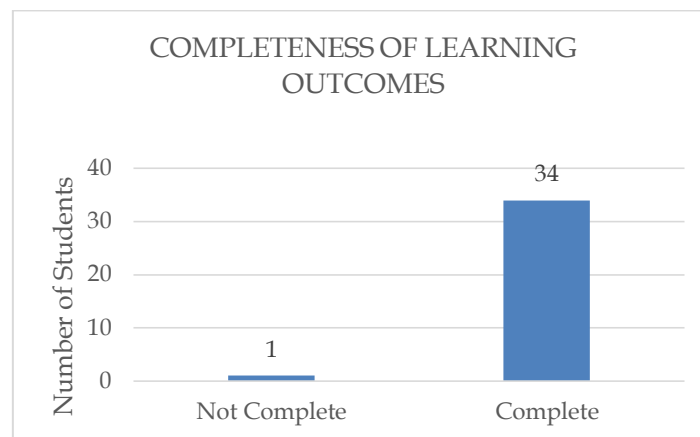


Diagram 3 Completeness of Learning Outcomes

Based on diagram 3 above, it can be seen that 34 students have obtained a complete score in learning and 1 student has not achieved a complete score in learning. Based on the data in diagram 4.3, the percentage of completeness of learning outcomes presented in the following diagram 4 can be calculated:

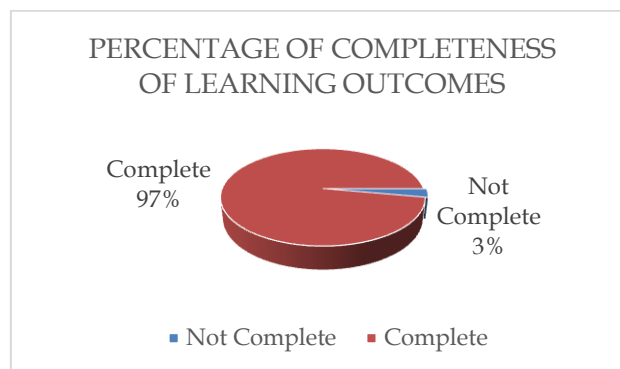


Diagram 4 Percentage of Completeness of Learning Outcomes

Figure 4 shows the data on the percentage of completeness of student learning outcomes. The percentage of completeness of learning outcomes shows that 3% of students get a score below the KKM and 97% of students get a score above the KKM. This shows that the completeness of students learning outcomes by applying portfolio assessments is classified as an Excellent criteria.

Result of Students Self Regulation Assessment

The data on the results of the self-regulation assessment of students that have been measured using the self-regulation assessment sheet, obtained the results of the calculation in the form of an average level of self-regulation in class 3.5 with very good criteria. In addition, the highest score of 3.7 and the lowest score of 2.3 were obtained. Furthermore, the data from the self-regulation assessment is presented in diagram 5, as follows:

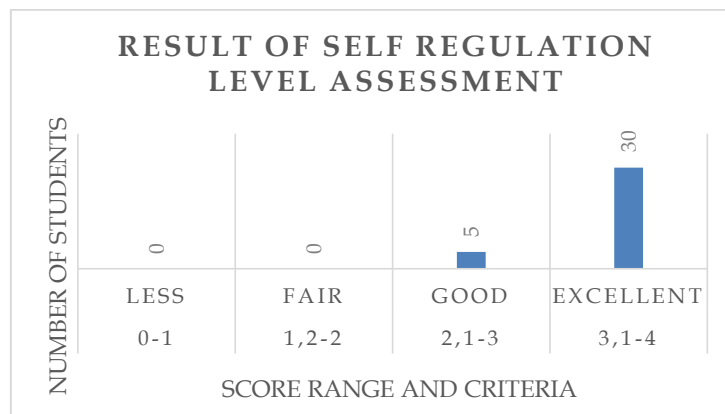


Diagram 5 Result of Self Regulation Level Assessment

From the data presented in figure 5, it shows that 5 students obtained an average self-regulation score in the range of 2.1-3 with a good category. And 30 students obtained an average self-regulation score in the range of 3.1-4 with the category of excellent. In other words, no student obtained a score of less than 2 or in the fair and poor category. Based on the data on the level of achievement of self-regulation that has been obtained, the percentage of the level of achievement of self-regulation is calculated as presented in the following pie chart:

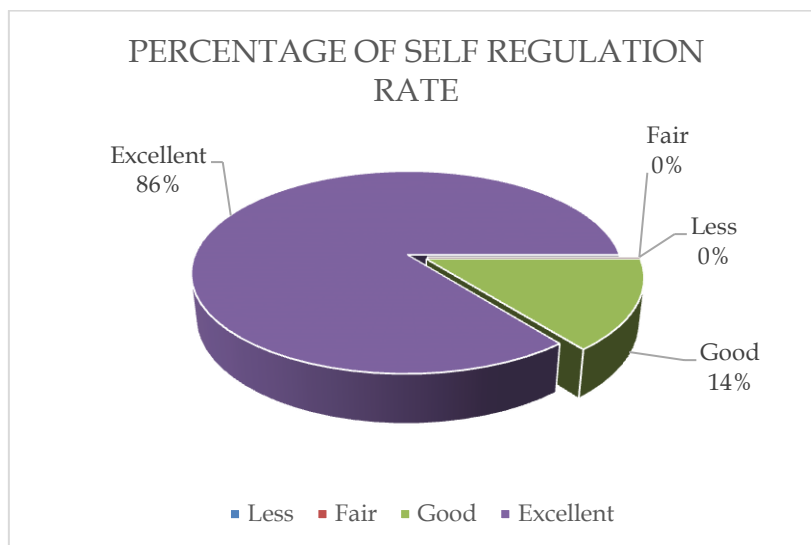


Diagram 6 Percentage of Self Regulation Rate

Figure 6 illustrates that the number of students who obtained self-regulation scores with good criteria was 14% and in the very good category as much as 86%. Meanwhile, in the criteria of not good and quite good 0%. The achievement of the level of self-regulation of students by implementing portfolio assessments is considered successful because the percentage of students who have a level of self-regulation with good and excellent criteria reaches 100%.

Discussion

Student Learning Outcomes Through the Application of Portfolio Assessment

The results of this research stated that the level of completeness of student learning outcomes through the implementation of portfolio assessment obtained a percentage of 97%. According to Poulson, as quoted by Zainul (2001), portfolio assessment can be used to show students' efforts, processes, results, and learning progress. In addition, according to Supranata & Hatta (2007), portfolio assessment can be used to increase the effectiveness of the ongoing learning process. Supported by previous research conducted by Rukmini, (2023), which stated that the calculation of the final score by applying a portfolio assessment showed a relatively high average value. Supported by research conducted by Ekawatiningsih (2008), it was concluded that implementing portfolio assessments can help improve the mastery of competencies with a relatively higher average score of students' learning outcomes, and can motivate and improve students' skills.

Portfolio assessments can be used to complete the assessment of the process in student learning outcomes objectively and responsibly (Rusmayani, et al., 2019). In a study conducted by Hilmi (2008), it was stated that the application of portfolio assessment can provide flexibility in determining learning objectives and forms of assessment of learning processes and outcomes, so that teachers can provide assessments in accordance with the learning methods and approaches used. Portfolio assessment is broader when compared to test assessment, because through the implementation of portfolio assessment, teachers can find out the cognitive development, attitudes, interests and various activities of students, so that they can improve the learning quality and student learning outcomes (Mahardika, 2018). Learning outcomes by implementing portfolio assessments can be documented, so that process data and learning outcomes can be used as a form of administrative accountability. By implementing portfolio assessments, teachers can find out students' abilities through data sources that have been obtained gradually and in a structured manner (Rukmini, 2023).

Based on some of the research results that have been described above, portfolio assessment is considered suitable to be applied to vocational subject groups. As stated in a research conducted by Abas et al., (2013), which states that portfolio assessment can be applied to vocational subject groups. The application of assessment using a portfolio is very appropriate to be used in practical subjects because it can spur the spirit of practicing as best as possible (Wilujeng, et al., 2019). By implementing portfolio assessments, the level of student development can be more measured and understood, and all student activities regarding their knowledge and understanding in the learning process can be known. The application of portfolio assessment in fashion learning can develop and equip knowledge and skills in the field of fashion expertise that must be possessed by students (Kusumawati & Hidayati, 2021).

In addition to obtaining research results in the form of learning outcomes through the implementation of portfolio assessments, in this study also obtained results that stated that the level of self-regulation of students by implementing portfolio assessments was included in the category of very good reaching a percentage of 100%. Where students obtained a level of self-regulation with good (14%) and very good (86%) criteria.

Research in line with this research was revealed by Hidayati, et al. (2018), that portfolios are effective in increasing students' self-regulation and can be connected to each other. Where self-regulation and portfolio assessment can motivate students, because both are individual types of learning and allow students to monitor the progress of their learning process. Portfolio assessment can increase students' learning independence (Nastiti, et al., 2021). In another study, it was concluded that portfolio assessment can have an influence on improving self-regulation and improving students' cognitive abilities (Ernawati, 2016). Supported by

research conducted by Nastiti, et al., (2022a), which concluded that there is a difference in the level of self-regulation of students in learning by implementing portfolio assessments and without implementing portfolio assessments. Portfolio assessments are considered to be able to increase learning independence, and can help students and teachers to evaluate learning and support all students' interests and abilities (Nastiti, et al., 2022b).

CONCLUSION

Based on research on the implementation of portfolio assessment and this impact at students level of self regulation on design mode in class of XI Tata Busana 1 SMK Negeri 3 Kediri, concluded that: (1) Students learning outcomes through the implementation of portfolio assessment achieved 97% completeness with excellent criteria; (2) The level of self-regulation of students in class XI Fashion 1 SMK Negeri 3 Kediri through the implementation of portfolio assessment reached excellent criteria where 100% of students obtained self-regulation scores with good and excellent criteria.

The suggestion from this research is that portfolio assessment can be applied as an alternative learning assessment to improve learning outcomes as well as the level of self-regulation of students in design mode elements, especially in the material of applying figures dressed in casual fashion. Portfolio assessments need to be developed for materials that have the same characteristics as materials applying dressed figures both in the field of fashion and in other fields of expertise. In addition, further research can be carried out to validly see changes in self-regulation before and after implementing portfolio assessments or by using control classes. As well as research to see the correlational relationship between the application of portfolio assessment and the level of self-regulation of students.

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