



The Implementation of Portfolio Based Learning to Improve Junior High School Student Learning Outcomes in Civic About State Sovereignty Concept

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ABSTRACT	ARTICLE INFO
<p>This research analyzed the implementation of portfolio based learning models in improving learning outcomes of junior high school students on state sovereignty concept. Methods of research used in Classroom Action Research (CAR), consisted from three Step that is cycle 1, cycle 2, and cycle 3. The sample of this research was one class that consist of 20 Junior High School student in SMPN 2 Sukaraja. This research this conducted with give question about state sovereignty before learning based portfolio model applied. After that for meeting then in cycle 1 start applied learning-based portfolio model until cycle 3. Learning process in all cycles are measured with sheet observation, after that the observer gives reflection on the teacher for cycle improvement. Study results students are measured with give post-test. After applied learning model-based portfolio, the results study show that learning outcomes of student increased in each cycle. In cycle 3 results study whole student get value above KKM. The activities on the portfolio model by the teacher and students are carried out well. Research results this show that learning based portfolio model could use for increase results study student.</p> <p>© 2022 Jurnal Civicus</p>	<p>Article History: <i>Submitted/Received 01 Aug 2022</i> <i>First Revised 12 Aug 2023</i> <i>Accepted 02 Nov 2023</i> <i>First Available online 28 Dec 2022</i> <i>Publication Date 28 Dec 2022</i></p> <hr/> <p>Keyword: <i>Learning Based Portfolio,</i> <i>Learning Outcomes State,</i> <i>Model,</i> <i>Sovereignty Concept.</i></p>

1. INTRODUCTION

PPKn subjects are lessons that focus on building character and personal awareness in each citizen in order to be able to carry out their rights and obligations as citizens ([Magdalena et al., 2020](#)). As stated in the National Education System Law No. 20 of 2003: Article 1 paragraph (1), namely: Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and State ([Hakim, 2016](#)). Education in Indonesia when viewed from the concept, there is a lot to improve ([Teni, 2019](#)). This can be seen from various aspects such as making lesson plans, learning stages in the classroom and the lack of optimal evaluation process.

Student motivation is very influential on the learning process ([Astuti et al., 2019](#)). The lack of student motivation towards learning at school is caused by the learning model used by conventional teachers that is not in accordance with the learning material provided ([Ari & Wibawa, 2019](#)). So that the results of observational research in the field at SMPN 2 Sukaraja, Sukaraja District, Sukabumi Regency, especially class IX.C located on Jl. Goalpara km 5, Limbangan Village, Sukaraja Regency showed that learning outcomes in PPKn subjects on state sovereignty were very low, 32 (80%) students under kkm 75 out of a total of 38 students.

Based on the observations described above, researchers concluded that teachers must use appropriate methods, media, and learning models as an effort to improve the quality of education. The selection of various methods, media, and learning models of many types must certainly be considered before use, for example by paying attention to several aspects such as the material to be delivered learning objectives, available time and matters related to the learning process ([Hasyim, 2019](#)). The learning model is a learning model is a plan or pattern that can be used to form a curriculum (long-term learning plan), design learning materials and guide learning in the classroom or others ([Yazidi, 2014](#)). Therefore, teachers must be able to choose learning models in accordance with the material provided and the character of students.

In this study, researchers used a learning model that was able to accommodate the objectives of PPKn subjects and then to be applied in real life, namely the Portfolio-Based Learning Model (PBL). The Portfolio-Based learning model is a form of civic learning practice explaining, which is a form of innovation in learning designed to help students understand theory in depth through empirical-practical learning experiences ([Tugiran, 2021](#)). According to ([Legiani et al., 2019](#)) Portfolio assessment aims to appreciate the development experienced by students, pay attention to the best work performance of students, reflect on the ability to take risks and experiment, increase the effectiveness of the teaching process, foster and accelerate the growth of positive self-concept in students, improve the ability to do self-reflection, assist students in formulating goals, and in the process Learning that takes place, teachers try to document the learning process that takes place

Portfolio-focused teaching provides an advantage ([Ahmad, 2020](#)). One of the advantages of using a portfolio in learning is that students can describe their own learning and ways to improve it. Learning with portfolio assessment is better at improving student learning outcomes compared to conventional learning models ([Sanjaya et al., 2022](#)).

2. METHODS

This study aims to uncover a portfolio-based learning model to improve the learning outcomes of Junior High School (JHS) students. The method used in this study is Classroom

Action Research (PTK) to overcome problems in the classroom, namely the low learning outcomes of junior high school students. Referring to the steps of PTK, that in class action research there are four stages that are commonly passed, namely: 1) planning; 2) implementation; 3) observation; and 4) reflection ([Istiana et al., 2015](#)). In the connection Classroom Action Research (PTK). PTK is carried out by action actors (teachers) with the aim of improving learning conditions ([Azizah, 2021](#)). PTK as a form of reflective research by taking certain actions in order to improve and or improve learning practices in the classroom professionally ([Nuridin, 2016](#)).

This research was carried out at SMPN 2 Sukaraja at the beginning of semester 1 of 2022-2023. The research procedure is carried out through several cycles including action planning activities, implementation of observation and reflection actions. Instruments to measure the learning process in the classroom use observation sheets of student learning activities and written tests to measure student learning outcomes given each cycle ([Ayuwanti, 2017](#)). Data from the assessment of the implementation of learning in the classroom are analyzed by tabulating and interpreting the data in the diagram ([Indriajati & Ngazizah, 2018](#)). Data on student learning outcomes are analyzed by tabulating data and compiling a Frequency Distribution Table (FDT).

3. RESULTS AND DISCUSSION

3.1 Pre-Cycle

Learning is carried out for 40 minutes per lesson hour. In this cycle, an initial assessment is carried out with a pre-test taken from the results of the interview which lasts for 15 minutes. Preliminary test results are presented in the following table:

Table 1. Results of Interview Analysis of Pre-Cycle Class IX.C State Sovereignty Learning Outcomes

Student comprehension level conversion guidelines	Number of learners	Presentage
A (85 – 100%)	1	3 ,1%
B (75 – 84 %)	3	7,8%
C (61 – 74 %)	2	4,8%
D (0 – 60%)	32	84,3%

Source : Data Processed by Researchers (2022)

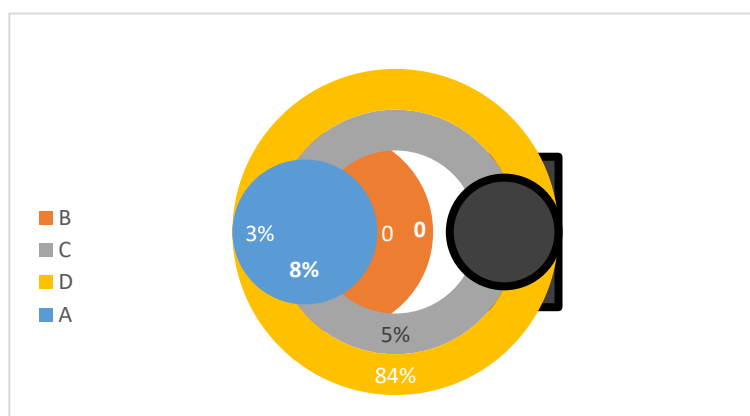


Figure 1. Results of Interview Analysis Understanding Learning Outcomes of State Sovereignty Class IX C

Sumber : Data Diolah Peneliti (2022)

Based on the results of the interview analysis of understanding the learning outcomes of State Sovereignty Class IX C initial or pre-cycle conditions, it can be seen that there are 1 student who gets an A grade (Very good), then 3 students (7.8%) who get a B grade (good), and 2 students (4.8%) who get a C grade (medium), and the remaining 32 students (84.3%) who get a D grade (need guidance).

Looking at the results of the analysis data in the pre-cycle, it can be said that the understanding of grade IX students. C SMPN 2 Sukaraja on the material of State Sovereignty in PPKn subjects is very low.

3.2 Cycle I

The Action Process of Cycle I goes through four stages, namely, planning, action, observation, and reflection or evaluation.

Table 2. Cycle I Value Recapitulation Data

No	Value	Number of Students	Percentage
1	0 – 50	0	0 %
2	51 – 60	29	76%
3	61 – 70	0	0%
4	71 – 80	6	16,2%
5	81 – 100	3	7,8%
Total		38	100%

Source : Data Processed by Researchers (2022)

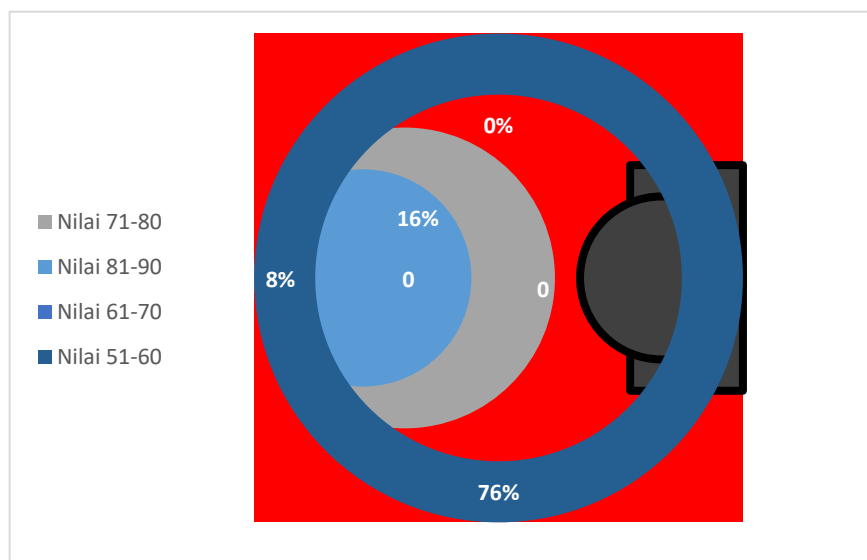


Figure 2. Grade Learners Cycle 1
Source : Data Processed by Researchers (2022)

Based on the results of data obtained in cycle 1 learning, the value of learning outcomes that get scores above KKM is 9 students or 24%, and those who get scores below KKM there are 29 students or 76%. This has not satisfied the author in achieving the Minimum Completeness Criteria (KKM) PPKn, which is 75.

From the observations, it was found that before the implementation of the portfolio-based learning model, learning activities had not been carried out properly, for example when teachers explained material about State Sovereignty, some students did not pay attention, teachers were more active than students. The results of reflection and discussion with observers are, teachers are too fast in explaining learning material, lack of motivation for students, do not use learning models that are in accordance with the material, and pay less attention to classroom situations that are not conducive.

3.3 Cycle II

From the observations regarding the implementation of learning improvements in cycle 2, there was an increase in student learning outcomes. This increase can be seen from the percentage in Cycle 1, namely students who get scores above KKM 9 students or 24%, in cycle 2 it increases to 30 students or 78%.

Table 3. Cycle Value Recapitulation Data 2

No	Value	Number of Students	Percentage
1	51-60	8	22%
2	60 – 71	0	0%
3	71– 80	27	71%
4	81 – 100	3	7 %
Total		38	100 %

Source : Data Processed by Researchers (2022)

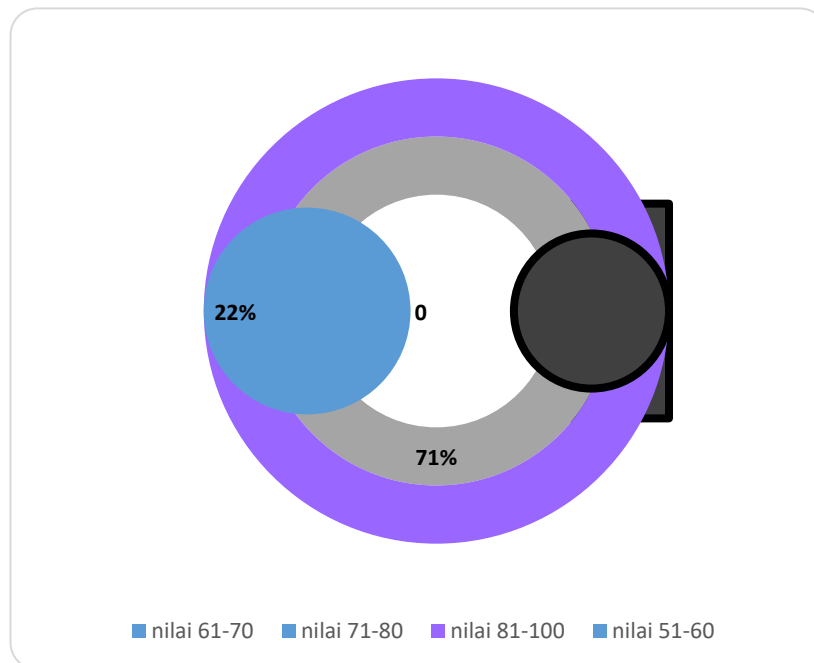


Figure 3. Grade Learners Cycle 2

Source : Data Processed by Researchers (2022)

Based on the data obtained in cycle 2 learning, the author is not satisfied with the results obtained by 30 students or 78% above KKM and those who score below KKM there are 8 students or 22%. This shows that the learning improvements carried out in cycle 2 have not been successful because they reached a value of 79.47 while the minimum target of 80% reached the PPKn KKM, which is 75.

From the observations that have been made, during the learning process there are still 22% of students who are not active in learning because they lack focus on the tasks given by the teacher, and there are some students who do not look confident when explaining the meaning of State Sovereignty.

3.4 Cycle III

In cycle 3, the next action plan is prepared to increase student activeness by using the use of the Portfolio-Based Learning Model.

Table 4. Cycle Value Recapitulation Data 3

No	Value	Number of Students	Percentage
1	51-60	0	0%
2	60 – 71	0	0%
3	71– 80	16	42,10%
4	81 – 100	22	57,90%
Total		38	100 %

Source : Data Processed by Researchers (2022)

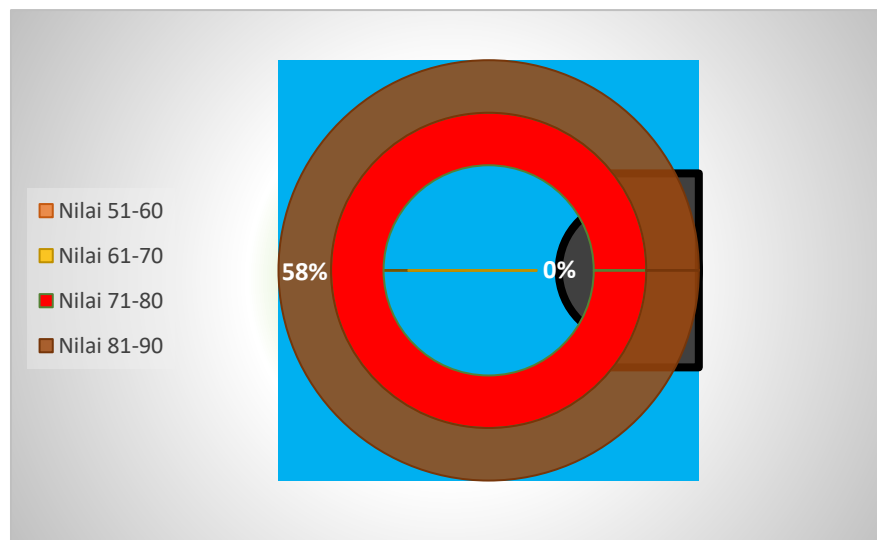


Figure 4. The Value of Students in Cycle 3
Source : Data Processed by Researchers (2022)

Based on the data obtained in cycle 3 learning, the author is satisfied with the results obtained by 38 students or 100% above KKM and or 0%. This shows that the learning

improvements carried out in cycle 3 managed to achieve the targeted value, namely with a grade average of 91.57.

From the observations regarding the implementation of learning improvements in cycle 3, there was an increase in student activity. This increase can be seen from the percentage in Cycle 2, namely students who get scores above KKM there are 30 students or 78%, in cycle 3 it increases to 38 students or 100%.

During the learning process, students are directly involved because the teacher motivates learning optimally in addition to using the right learning model, namely the Portfolio-Based Learning Model equipped with interesting teaching aids, so that students focus on the subject matter taught by the teacher. Students look confident when explaining about State Sovereignty correctly. During discussions, students are very active and compact in working together in doing tasks well. This is supported by research according to ([Pangkey et al., 2019](#)) that portfolio assessment on civic education learning has shown an increase in student learning outcomes.

3.5 Recapitulation of Learning Stage Value Data for Cycle 1, Cycle 2, and Cycle 3

Table 5. Recapitulation of the percentage of grade acquisition for each cycle of PPKn Class IX C subjects

No	Value	Percentage Siklus 1	Percentage Siklus 2	Percentage Siklus 3
1	0 – 50	0 %	0 %	0 %
2	51 – 60	76%	22%	0%
3	61 – 70	0%	0%	0%
4	71 – 80	16,2%	71 %	42,10 %
5	81 – 100	7,8%	7 %	57,90%
Total		100%	100 %	100 %

Source : Data Processed by Researchers (2022)

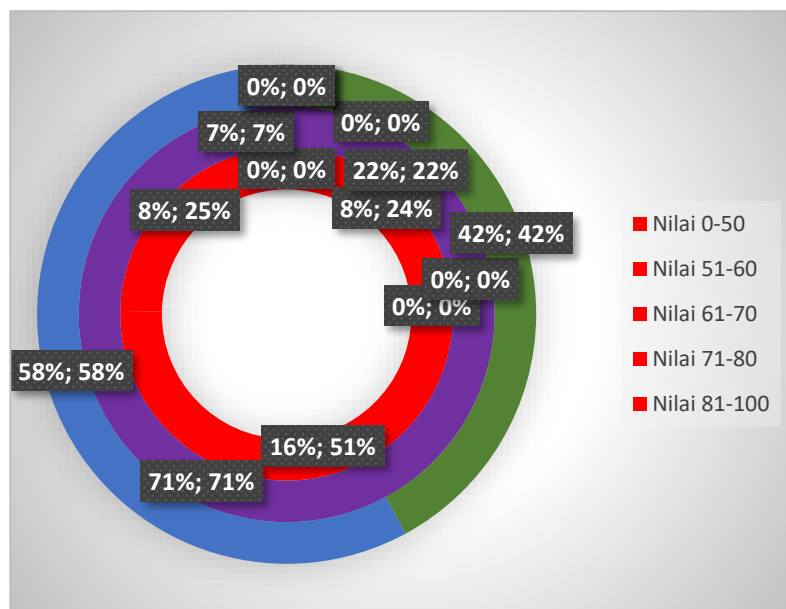


Figure 5. Recapitulation of Value Gain for Each Cycle

Source : Data Processed by Researchers (2022)

Table 6. Recapitulation of Data on the Achievement of Student KKM Values from Each Cycle

Cycle 1		Cycle 2		Cycle 3	
Complete	Incomplete	Complete	Incomplete	Complete	Incomplete
24%	76%	78 %	22%	100%	0%

Source : Data Processed by Researchers (2022)

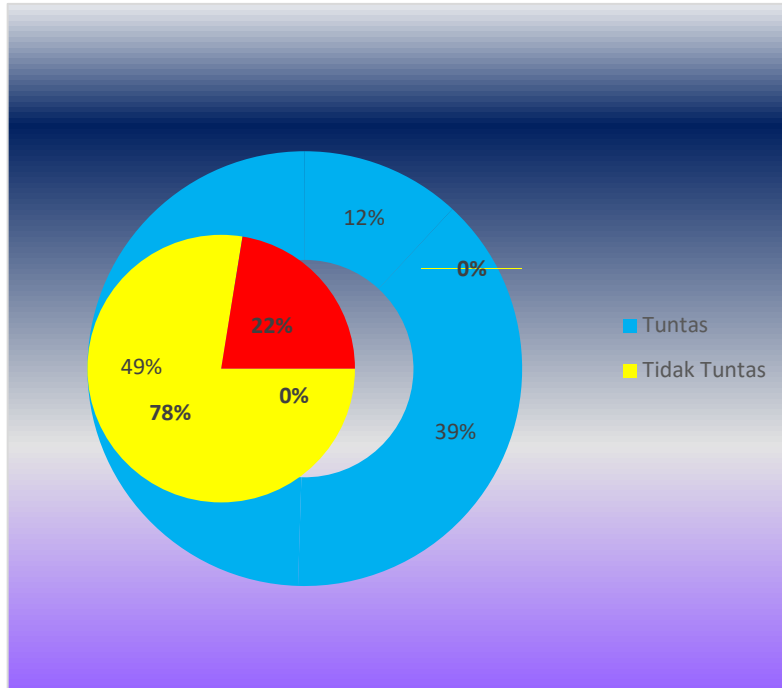


Figure 6. Graph of Recapitulation of Student KKM Value Achievement Data from Each Cycle
Source: Data Processed by Researchers (2022)

Based on the data from the tables and graphs described above, as well as observations, discussions with observers, that the research conducted by the author has been successful in learning outcomes and learning outcomes of grade IX students. C in PPKn subjects in explaining State Sovereignty results of observations at SMPN 2 Sukaraja, Sukaraja District, Sukabumi Regency.

4. CONCLUSION

The conclusion obtained from this study is that the portfolio-based learning model is able to improve student learning outcomes. Based on data recapitulation of student learning outcomes in cycle 2 has shown an increase, 80% of students have achieved scores above kkm. The learning process using a portfolio-based model can be used to implement improvements in learning outcomes and increase student understanding, so that in cycle 3 100% of students achieve scores above KKM.

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