

## Authentic Assessment: Portfolio-Based Assessment in Literacy Learning in Indonesian Schools

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### Abstrak

Evaluasi yang komprehensif dan penekanan pada proses aktivitas siswa serta memberikan ruang gerak yang luas bagi siswa diperlukan dalam penilaian pembelajaran. Penilaian literasi dengan model seperti itu diperlukan untuk meningkatkan kemampuan literasi siswa. Salah satu model penilaian yang memberi tekanan pada aktivitas siswa dan memberikan ruang yang cukup bagi setiap orang untuk menanggapi tugas dengan caranya adalah penilaian portofolio. Makalah ini bertujuan untuk mengeksplorasi penilaian portofolio sebagai bagian dari penilaian otentik untuk digunakan dalam penilaian keaksaraan. Penelitian ini menggunakan metode studi penelitian sastra untuk memberikan gambaran tentang penggunaan portofolio dalam penilaian literasi di sekolah-sekolah di Indonesia. Penilaian portofolio terhadap kemampuan literasi siswa dilakukan melalui pembelajaran bahasa Indonesia, khususnya pada efikasi menulis. Asesmen portofolio yang diadopsi menggunakan model yang ditawarkan oleh Hamp-Lyons dan Condon (2000) yang terdiri dari koleksi, seleksi, dan refleksi. Penilaian dilakukan dengan menggabungkan penilaian formatif dan sumatif. Untuk menyeimbangkan aspek sumatif dari penilaian portofolio, beberapa strategi formatif dapat diadopsi (Lee & Lam, 2009), termasuk (1) umpan balik guru yang berkelanjutan, (2) konferensi, dan (3) tinjauan sejawat.

### Abstract

*Comprehensive evaluation and emphasis on the student activity process and providing broad wiggle room for students are needed in learning assessment. Literacy assessment with such a model is necessary to improve students' literacy skills. One assessment model that puts pressure on student activity and provides ample space for everyone to respond to an assignment in its way is the assessment of portfolio. This paper aims to explore portfolio assessments as part of an authentic assessment for use in literacy assessments. This research uses literary research study method to provide an overview of the use of portfolios in literacy assessments in Indonesian schools. Portfolio assessment on students' literacy skills is carried out through Indonesian language learning, especially on writing efficacy. The portfolio assessment adopted uses models offered by Hamp-Lyons and Condon (2000) consisting of collection, selection, and reflection. Assessments are carried out by combining formative and summative assessments. To balance the summative aspects of portfolio assessment, several formative strategies can be adopted (Lee & Lam, 2009), including (1) ongoing teacher feedback, (2) conferences, and (3) peer reviews.*

**Keywords:** Literacy, Portfolio assessment, Comprehensive.

## 1. INTRODUCTION

Literacy is the ability to read and write and interpret (Unesco, 2005). Literacy is more widely understood as the ability to speak, listen, and think as an integral part (Cooper, 1993). A person *is called literate* what if he has the right knowledge and ability to be used in any activity that demands the function of literacy effectively in society; and the literacy acquired through reading, writing, and arithmetic makes it possible to be utilized for himself and the development of his community (Baynham, 1995).

Literacy becomes everyone's need, especially the ability to read and interpret based on every skill to be mastered. By reading, one can understand the writing, by reading, one can do something, one can work well. Mastery of literacy skills well is also necessary to support the defense of quality literacy. Quality learning is seen from the formation of a *literate person who* can use his skills well.

Nevertheless, the results of literacy learning represented by Indonesian language learning have not fully met expectations. There are at least four main problems in literacy learning (Suparno, 1998) among them. *First*, the teacher factor. Teachers can generally qualify as good teachers, but the assignments' framework still needs to be improved. *Second*, the student factor. The burden that teachers must bear is the lack of effective classroom management and individual learning that does not run to the maximum due to the large number of students in one class. *Third*, the teaching book factor. The lack of teaching books that are not balanced with the number of students makes students distracted in the learning process in the classroom. *Fourth*, the evaluation factor of the study results. The focus of language learning is not on the language skills aspect, so that the evaluation can not be carried out properly.

The evaluation factor becomes a very crucial factor. To acquire better results, a comprehensive evaluation and emphasis on the student activity process and providing room for students is needed. Literacy assessment with such a model is necessary to improve students' literacy skills.

The right assessment model is used to assess all student activities and give students the freedom to express themselves against one particular task: the portfolio assessment model (Marhaeni, 2005).). Assessment with portfolio approach aims to measure the ability of students to work and collect a task that is in accordance with the learning objectives so that the task can be assessed teacher in a given period (Arifin, 2010:4). Portfolio collection becomes a separate assessment for students to prove competencies other than test results. Portfolios give students space in self-assessment. Students' experiences in learning can be the result of work. This student's work is called a portfolio assessment. Assignments, discussion results, observations in the classroom, interview results, activity reports, and student essays can be used as portfolios for students (Rusoni, 2001). Barrett (2001) states that the portfolio is a collected work and reflects students showing their development throughout the process of learning. Furthermore, Surapranata and Hatta (2004) suggested that a portfolio of works or documents collected during the learning process can be used as assessment materials to evaluate the improvement of students' knowledge, skills, and attitudes in one learning period for a particular lesson.

Portfolio assessment provides opportunities for students to develop and construct their knowledge based on the student's interests and choices. Surapranata (2004) argues that assessments using portfolios value students' abilities more and use their experience to construct more specific knowledge. Furthermore, Suardana (2007) considers that assessment is inseparable from learning activities so that assignments are performed so that students have more meaningful activities and context with their daily life. Portfolio assessment provides information about students' ability to manage and use a wide range of learning resources and construct their own knowledge based on their choices. Portfolio assessment can also be used as a way to help students reflect, evaluate, and determine their own learning goals (Suardana,

2007). Thus, portfolio assessments make room for assessors to comprehensively assess students' cognitive, affective, and psychomotor aspects. dan

The portfolio assessment focuses on the documents of students' work produced during a single learning period. Teachers can observe students' learning progress through portfolios related to learning, thinking, understanding, ability, attitude, etc.

## 2. METHOD

This research is a qualitative study with the type of research that is library *research*. Literature research is a study that uses data obtained from library studies or better known as descriptive qualitative research of literature or bibliographic research.

## 3. FINDINGS AND DISCUSSION

### Literacy as an aspect of language skills

Traditionally, literacy was defined as a language ability associated with reading, writing, listening, and speaking. By UNESCO (2005: 148), literacy is defined as the ability to read and write text and the ability to interpret. This understanding is a still fundamental understanding of literacy, even said to be a still traditional understanding. Limited literacy is associated only with two skills: reading and writing. In the reading and writing activities, there is undoubtedly a meaningful activity in it.

The literature concept continues to evolve today, and even literacy terms have covered various areas of science, such as counting or related to digital technology. The new concept was re-introduced by UNESCO (2008), that literacy can be defined more widely and relates to the ability to recognize, understand, forecast, create, communicate, calculate, and use print and writing materials in various contexts. Literacy involves a wide range of things and can be found in various fields of science. A literate person has very complex skills and can combine one skill with another.

Literacy also includes the integration of contextual learning into everyday activities. In the sense that literacy has broad meanings as suggested by Wagner (1987), Freire and Maceo (1987), Nammudu (1989) and Unsworth (1993), which is a comprehensive understanding based on the mixing between listening, speaking, reading, writing, counting, and thinking skills. These skills are needed to be able to adapt somewhere so that it requires the ability to learn and gather knowledge in order for a person to live and use language that contexts with existing social conditions.

Literacy can include other skills related to other skills, such as technology skills or commonly referred to as computer literacy (Razali Nor, 1996), digital literacy (Gilster, 1997), political literacy, financial literacy, critical thinking and so on. Krisch and Jungelbut in *Literacy: Profile of America's Young Adult (in people's minds, 26-03-05)* define that today's literacy is defined as proficiency in using written or printed information to develop knowledge to benefit society. Furthermore, a person is said to be literate if able to do something obtained from reading and skilled in supporting his ideas through writing.

In the last two decades, research on literacy has been in high demand. It is known that 43% of the world's population includes low literacy capabilities. This is obtained from those who are on weak economic capabilities (poor). A lot of 17% of them rely on government aid, and 70% have no fixed income. Low literacy is often associated with income, employment, and low levels of education and poverty (Hartati, 2016).). Low literacy ability also leads a person to low quality of life.

The study results *conducted by organization for Economic Cooperation Development (OECD) through the Performance in International Student Assessment (PISA)* program on Indonesian students showed unsatisfactory results in reading skills and interests. Reading

competency has not shown a significant improvement, from 396 in 2012 to 397 points in 2015, and even decreased in 2018 to 371. This result places Indonesia ranked 74th out of 79 countries surveyed by the OECD (Ministry of education,2019). The results of this study show that the reading ability of Indonesian students is far behind when compared to other countries, even with ASEAN countries.

In 2016, Kemendikbud in *the Indonesian National Assessment Program (INAP)* or Indonesian Student Competency Assessment (AKSI) tested the reading, mathematics, and science skills of grade IV elementary school students. Specifically, in reading, the result was 46.83% in the category less, 47.11% in the category enough, and only 6.06% were in the "good" category (Ministry of Education,2016).

These data show there are problems in literary culture in Indonesia. Poor literacy is one of the causes of rising poverty rates, crime rates, unemployment rates, even corrupt figures in Indonesia. Minimal literacy knowledge also results in Indonesia being generally categorized as a developing country.

One of the low qualities of literacy in Indonesia is the questionable learning process in schools, especially related to literacy skills. One of the learnings that contributes quite a lot to literacy skills is Indonesian language subjects. This subject is one of the milestones in expanding literacy skills in Indonesia. Learning Indonesian through his four language skills is the scope of literacy. Improving the quality of Indonesian language teaching is believed to boost the literacy skills of Indonesian students. Therefore, it takes maximum effort to maximize the learning process in schools, especially related to literacy.

One of the focuses in various studies to improve the quality of learning is evaluation. An evaluation by Tyler (1950) suggests that a data collection activity determines the extent, in what ways, and what part of the educational purpose has been achieved. Even by Cronbach and Stufflebeam added that evaluation activities are also included in the decision-making. The evaluation intended in this paper is an evaluation that shows whether a student is successful in learning or not. Evaluation is used as an activity to know a student has come to the purpose of learning or not.

Evaluation activities should not only measure students' success in learning but do not have an impact on improving students' abilities in peroses and learning outcomes. Evaluation activities should be one of the essential instruments in spurring or motivating students in improving the quality of their learning processes and results. Therefore, an evaluation model is needed that not only measures success, but also emphasizes aspects of the process. This evaluation makes it possible for students to maximize activities performed in learning and gives students the freedom to explore their self-learning abilities in completing tasks. Evaluation with this model is named by portfolio assessment (Marhaeni, 2005).

### **Portfolio in learning assessment**

Portfolio is one of the valuation methods that prioritizes the assessment of the resulting work. Barrett (2001) argues that, portfolios can be defined as collected works and are reflections of student who show their development throughout the process of learning. This portfolio will show students activities during the learning process. It is also said by Dophan (1993) that a portfolio is a systematic collection of student assignments. Portfolio valuation functions are also used as containers and methods. As a container, portfolios are used to document records (processes, developments, works, and progress improvements). As a method, portfolios are used to view, compare, and observe student progress.

Portfolio assessment provides space for students to develop themselves based on their knowledge and experience. Pranata (2004) states that portfolio assessment is used to appreciate the process carried out by students and build their knowledge based on the experience experienced. Portfolio assessments provide information about students' ability to manage

and use a wide range of learning resources and construct their own knowledge based on their choices. Furthermore, portfolio assessment provides students opportunities to reflect, evaluate, and determine their own learning goals (Suardana, 2007). Thus, portfolio assessments make room for assessors to comprehensively assess students' cognitive, affective, and psychomotor aspects.

Based on some of the above definition, portfolio applicants are focused on what students produce during the learning process. However, several other objects are also part of the portfolio assessment. The object of the portfolio by Barton & Collins (1997) is divided into four kinds, namely: (1) assignment in the class, (2) assignments outside the class, (3) ratification, (4) production for the portfolio. When referring to this opinion, portfolio assessments are not solely aimed at the work or work of students, but there is also an assessment of students based on their progress during the learning process. This assessment is done by observing student activities, so portfolio assessments refer not only to results but also to how students process during learning Swann, Bickley-green, and Waack (Dasim, 2003:10) compose the character of the portfolio, namely: (1) the awareness of the learners in conducting evaluation, (2) teaching and evaluation activities, (3) methods to observe and improve the quality of learning, (4) the responsibility of the learner to the learning process, documentation of the creativity of the student, the development of his knowledge, the results of his critical thinking, the development of his aesthetics and the results of his duties or work, (5) media used in the learning process to mediate discussions with teachers, and (6) evidence of student development that shows creativity, results of assignments, and reflections on the period-specific learning. This portfolio assessment's characteristics show that there is an appreciation for the creative process and the work done by students. This work shows a learning process that aims to make students' changes, both cognitive, affective, and psychomotor aspects. Not only that, but the reflection activity in this assessment also shows the open communication between the teacher and the student related to the results of the student's work. The assessment of this portfolio makes teachers able to see students' real progress who are judged based on the process of observation and the results of students' work.

The characteristics of portfolio assessment are also expressed by Barton and Collins (1997). Barton and Collins argued that there are some essential characteristics in developing various forms of a portfolio, namely multi-source, authentic, dynamic, explicit, integration, ownership, and various purposes.

Multi-source is intended to implement portfolio assessments from several sources such as students, teachers, parents, communities, and *other evidence* such as drawings, paintings, journals, audio, *videotape* both in writing and in action. *The evidence* in question must be genuine or authentic and relate to the program or learning activities, competency standards, basic competency, and indicators that want to be achieved.

Portfolio assessments want the development of each student. Therefore, any evidence produced *overtime* must be systematically documented and compiled, and portfolio selection should also be selective. Portfolio assessment must be clear, its techniques, procedures, and competencies to be measured.

The essential matter in portfolio assessment is the sense of students' ownership of the *evidence* collected so that all students can collect and maintain all *their evidence*. The implementation of portfolio assessment also assesses other objectives useful for learning programs, such as program implementation effectiveness, the development of students, and communication for students to other relevant parties.

Several principles need to be considered and used as guidelines in the use of portfolio assessment (Depdiknas, 2003) in schools, among them (1) Teachers and students or students with other students must trust each other, be open and honest with each other. (2) Documents individually or group do not need to be known by other parties, (3) Jointly owned documents

are kept together. (4) The final result of the portfolio is competency standards, basic competencies, and indicators that indicate satisfaction and conformity. The achievement of students and teachers is measured by the achievement of learning indicators through student work results.

Portfolio assessment can be utilized by all fields of science. Portfolio valuations that focus not only on results but also on the process result in portfolio valuations are also considered accurate valuations (Nurgiyantoro, 2015: 23). As stated by Nurgiyantoro (2015: 23) that authentic assessment emphasizes the ability of students to demonstrate knowledge that is real and meaningful.

This portfolio assessment can also be utilized in Indonesian language learning, especially in language skills learning. As stated earlier, learning with language skills is synonymous with literacy learning. A portfolio assessment is held to improve the care, motivation, performance of students in biliteracy activities. The works produced by students through these literacy activities can be assessed by utilizing portfolio assessments. To improve the quality of student literacy, open dialogue and reflection activities contained in portfolio assessment activities can be utilized to the maximum to improve the quality of students' works. The creative process and critical thinking are some of the fundamental aspects of purchasing activities. These aspects then become part of the portfolio assessment focused. Therefore, portfolio assessment is suitable for improving students' literacy ability through Indonesian language learning.

### **Portfolio in Literacy Skills Assessment**

There are many ways to apply portfolio assessment in learning. A portfolio deed that is part of an authentic assessment can be done from the process to yield. The process is intended in the form of activities carried out by students during the learning process, while the results are intended for learning results in the form of student work documents intended for portfolio assessment.

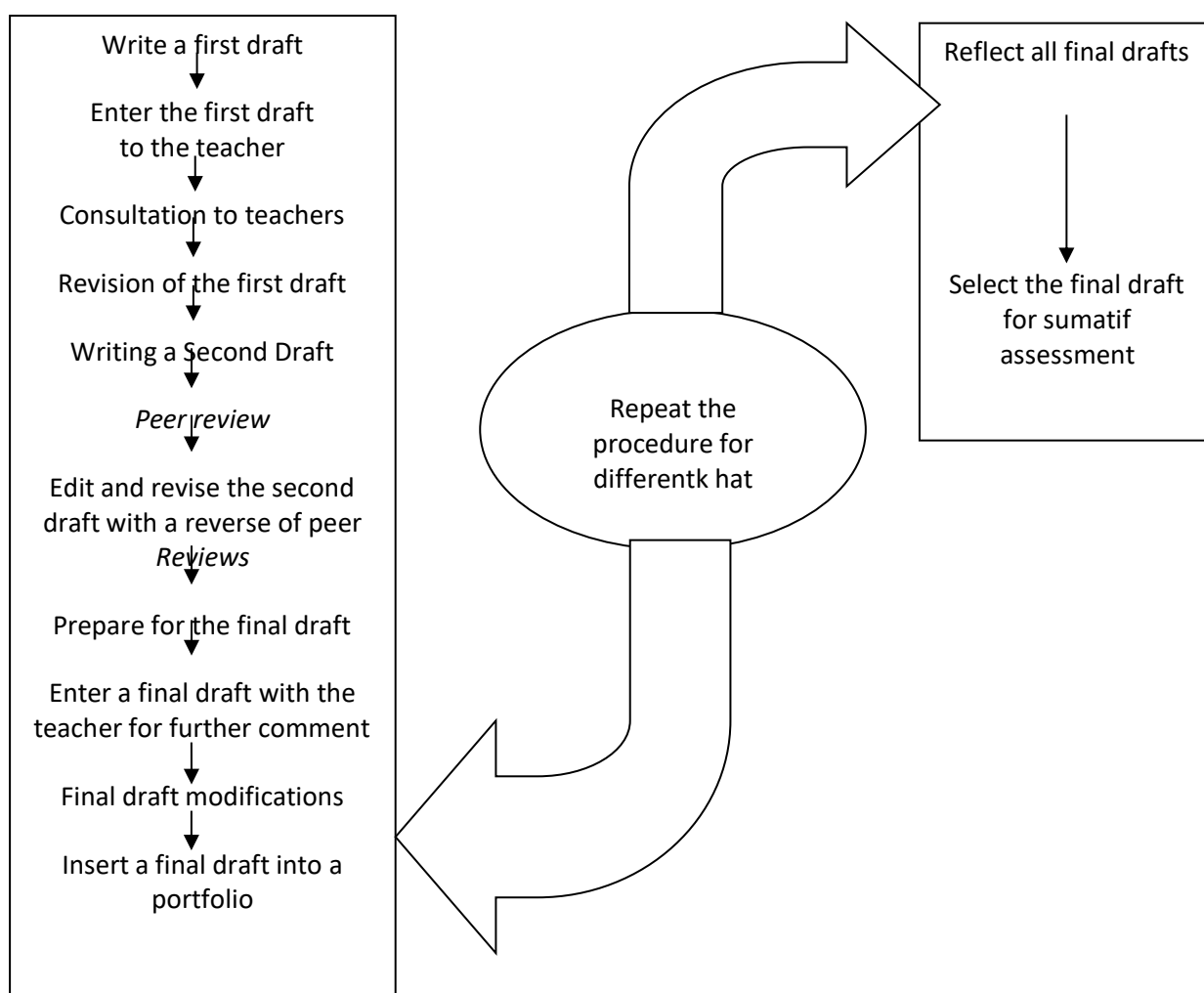
Literacy skills in Indonesian language learning that refer to language skills can also be assessed using portfolio assessments' mechanisms. One that can be used is a portfolio valuation model offered by Hamp-Lyons and Condon (2000) consisting of collection, selection, and reflection. This portfolio model was later adopted in defense of literacy, especially in writing skills. This model has been researched by Lam and Lee (2009), which integrates formative and summative assessments in portfolio assessments.

In this portfolio assessment model, students were tasked to write some concepts based on the basic competencies intended. Student writing results are then collected into the student portfolio draft. The writing included in the portfolio draft is the chosen and best writing for students after selected with other works. To produce the best writing produced by students, many things should be carried out. As stated earlier, portfolio assessment prioritizes the creative process in producing quality writing. In producing the writing, students are allowed to use resources related to the students' writing and apply critical thinking skills in utilizing those resources into their work. Furthermore, the portfolio also allows students to have an open dialogue with teachers to discuss things that need to be done to produce writing that has good quality.

The works created by students are then selected to be then included in the student portfolio draft. Only the best and selected writings produced by students should be included in their portfolio drafts. Besides, students must also write their reflective journals to evaluate their strengths and weaknesses during the writing process. This reflective journal is useful for looking at student progress during the learning process. This reflective journal is performed at the end of the portfolio program.

A portfolio assessment conducted by teachers on students can be done in two ways, combining formative and summative assessments. Formative assessment is used to assess the process carried out by students by way of teachers making observations in the classroom. In contrast, summative assessments can be done on the results of students' work collected in their portfolio drafts.

Failure scoring through the student portfolio results in students being required to repeat. Students are required to re-academically process actually to improve their literacy skills. Reflective journals are also instrumental in looking at the weaknesses that existed in students during the previous process. To balance the summative aspects of portfolio assessment, a number of formative strategies can be adopted (Lee & Lam, 2009), including (1) ongoing teacher feedback, (2) conferences, and (3) peer reviews. *First*, teacher feedback is given to students continuously throughout the portfolio process. Students are asked to complete the draft section in the class in each tutorial, and then the instructor will read this initial draft and provide oral feedback directly. *Secondly*, after completing their first draft, students can consult with the instructor for further comments in individual consultations after the class. *Third*, students can participate in peer review sessions and exchange comments on their partner drafts. They give written comments and then interact with peers orally to clarify their work and advise on peer work. To connect between teaching and assessment, assessment criteria focus on three main aspects: content, language, and organizations made explicitly and transparent to students by teachers before they began compiling their portfolios (Figure 1).



**Figure 1.** Portfolio assessment procedure (Lam & Lee, 2010)

#### 4. CONCLUSION

A portfolio is a collection or documentation of student work, determined by the teacher or determined in common with students and teachers, as part of achieving the goal of learning or competency specified. Portfolio assessments include authentic applicants who assess students' work and assessments conducted on the learning process through teacher observation activities so that students can be more meaningful.

Portfolio assessments on student literacy skills were conducted in a language course that focuses on writing efficacy. The portfolio assessment was adopted using Hamp-Lyons and Condon (2000) models consisting of collection, selection, and reflection. Assessments are carried out by combining formative and summative assessments. To balance the summative aspects of portfolio assessment, a number of formative strategies can be adopted (Lee & Lam, 2009), including (1) ongoing teacher feedback, (2) conferences, and (3) peer reviews. Therefore, the study suggested that applying a portfolio assessment to improve Indonesian students' literacy skills is necessary as a potential alternative to developing literacy in senior high school context.

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