


## Parental Participation-Based Portfolio Assessment during Covid-19 Pandemic

Mahmudah<sup>1\*</sup>, Muh. Bashar Kapi<sup>2</sup>, Muslimah<sup>3</sup>

<sup>1,2,3</sup> Institut Agama Islam Negeri Palangka Raya, Indonesia

 basharmahmudah@gmail.com

### Abstract

The purpose of this study is to identify parental participation in guiding children's learning at home During the covid-19 pandemi online. This research uses a descriptive qualitative approach, which describes theoretically through the method of tracing the relevance of this research. The results of the study shows that parental participation in carrying out portofolio assessments During the covid-19 pandemic play a very important role because learning during the pandemic requires parents to accompany online learning that is carried out during the pandemic, aspecially at elementay level students. The parents' participation based portfolio assessment is appropriate to be implemented in teaching and learning process.

**Keywords:** Portfolio Assessment, Assessment During Covid-19, Parental Participation Assessment

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## INTRODUCTION

Indonesia is currently experiencing a very worrying outbreak, namely the outbreak of the corona pandemic disease (covid-19). This outbreak began at the end of January 2020, the disease emerged from Wuhan, China. As Linda Fitra and Ifdil said that almost all countries in the world are experiencing this COVID-19 pandemic, Indonesia is no exception. Covid-19 is a new type of virus that was discovered in 2019 and has never been identified to attack humans before (Linda & Fitri, 2020). The very fast transmission of the corona virus is because of this the World Health Organization (WHO) designated the corona virus as a pandemic on March 11, 2020 (He, F., Deng, Y., & Li, W. (2020). The status of a global pandemic or epidemic indicates that the spread of covid-19 took place very quickly. Several quick steps were taken by the government so that the corona virus did not spread quickly, such as implementing *Work From Home* (WFH), *social distancing*, etc.

The COVID-19 pandemic had an impact on the education sector. This has resulted in several schools being closed and requiring learning from home or often referred to as BDR (Learning From Home) and online learning (Ilyasa, et al., 2020;

Zuo, Dillman, & Miller Juvé, 2020). BDR system or Online learning during the pandemic, it caused various problems experienced by teachers, both in terms of the implementation of learning and evaluation of learning (Sudarmo & Muslimah, 2020). One of the learning evaluations that teachers often do is a portfolio assessment. According to Arrend as quoted by Izza Aliyatul Muna, portfolio assessment is a collection of student work that requires performance according to context, as for examples of what students can include in a portfolio is a test, work that has been evaluated for mandatory student assignments, performance assignments, and work projects such as papers or other assignments made by students themselves (Izza Aliyatul Muna, 2017). Application of portfolio assessment This is in accordance with Permendikbud Number 049 of 2014 concerning National Standards for Higher Education Article 19.

Implementation of portfolio assessment in online learning During a pandemic, of course, parents need the participation of students. The participation and participation of parents in the learning process is very supportive of the success of education. According to Slamet Widodo, there are four reasons why parents are very important in realizing education as follows:

- Parents are the people who have the most frequent and close relationship with their children.

- Parents are the party responsible for the success of their children's education, even though it has been fully submitted to the school.

The environment most often occupied by children is the family environment.

- Parents who care about their children's learning development will provide their own motivation or reinforcement, when compared to parents who don't care (Slamet Widodo, 2020).

According to Margery (2005) portfolio assessment is very important for students because 1) it can assess and improve critical thinking, 2) encourage students to have a responsible nature in learning such as confident, active, supportive, 3) can focus on initiatives to discuss among students and supervisor, 4) increase creativity and problem solving, 5) can monitor and evaluate the use of time, 6) can assess performance, by applying theory to real practice, 7) can assess the validity of content, appearance, and process, 8) can combine subjective and affective assessment as a qualitative and quantitative assessment procedure, 9) can be used to assess the attitude and professional development of each individual, 10) can diagnose strengths and weaknesses to help improve student performance, 11) for reflection material for students towards improving outcomes learning.

Val Klenowski (Assessment & Evaluation, 2006) suggests that portfolio assessment can not only emphasize the process of learning, moreover, portfolios can be used as summative tests and evaluations. So the benefits of using a portfolio assessment can be used to measure students' process skills in completing assignments, as well as being used as a summative test. The summative exam that

is often used is in the form of questions that must be done on the spot, so instead of using a structured project or task as an innovation. The benefits of developing a portfolio assessment based on parental participation are 1) to increase the role of parents in their child's learning progress, 2) to build awareness between teachers and parents about students' abilities and weaknesses, 3) to build intensive communication between children and parents, 4) to build awareness of parents about their children's talents and potentials, 5) increase the cooperation of children with parents, in terms of task guidance, 6) increase students' sense of responsibility and motivation in completing assignments, 7) improve students' skills in solving problems.

The role of parents in the form of portfolio assessment was strengthened by experts including; Kathleen V et al (Educational Psychologist, 2001) the involvement of parents in guiding their children to complete their homework can increase students' understanding and development of learning. Kathleen and Howard (Teachers Collage Record, Volume 97, Number 2, Winter 1995) which states that 1) the role of parents will grow their children's educational participation, 2) the role of parents can increase positive attitudes and children's success in school.

Based on what Slamet Widodo said, the role of parents is very important in the success of education, especially during the current pandemic, of course, parents must participate more in the children's education process. Parents must work together with teachers and students in order to achieve learning success. Lack of parental participation will certainly reduce or even hinder the success of the learning process. As the results of research from Wahyu Aji Fatma Dewi that the impact of covid-19 on the implementation of online learning in elementary schools can be carried out quite well if there is cooperation between teachers, students and parents in studying at home (Wahyu, 2020). Based on the problems above, this research will reveal how the participation of parents in the implementation of portfolio assessment during the covid-19 pandemic. In addition, this research is devoted to researching at the elementary level, this is because online learning at the elementary level involves the role of parents as described above.

## **METHOD**

The method that the author uses in writing this article is a literature study, namely by collecting and analyzing data information with documentation techniques (Muslimah, et al., 2020). namely looking for relevant data from various references in the library such as books, articles, and journals that are relevant to this study. The reference criteria chosen are the discussion on portfolio assessment and parental participation and online learning during the covid-19 pandemic. The information we have collected would not answer without going through an in-depth process involving getting data system and making conclusions that have high relevance and answer the main problem.

Collecting data depends on the literature that has been published in various international and national applications. Based on these secondary data, the researchers have obtained many descriptions and other evidence of the advantages of a study-based learning approach, based on which we built this study to obtain this information. The report was carried out by using a descriptive qualitative approach, where we compiled it by considering various qualitative studies as well as looking at other evidence as well as the study format that has been widely published, namely reporting on qualitative studies of science-based learning approaches, especially on the Portfolio Assessment during pandemic covid 2019. This is a brief procedure we have carried out in carrying out this qualitative study (Khan, 2018).

## **RESULTS AND DISCUSSION**

Portfolio has been put forward by many experts, but many experts define it as follows: Paulson defines portfolio as a collection of student work that shows their efforts, development and skills in one or more fields. This collection should include student participation in content selection, selection criteria, assessment criteria and evidence of self-reflection. Portfolios can be used to document student progress. Realizing that the learning process is very important for the success of life, students can use portfolios to see their own progress, especially in terms of development, attitude, skills and expression of something (F Leon, et al., 2017).

According to Ahmad Badarudin, portfolio assessment is an ongoing assessment based on a collection of information that shows the development of students' abilities in a certain period. The information can be in the form of student work from the learning process that is considered the best by students (Badarudin, 1991). Meanwhile, according to Regina Litheria Panjaitan, portfolio assessment is an assessment of a collection of artifacts that show progress and is valued as a result of work from the real world. Portfolio assessment can depart from the work of individual students or be produced in groups, requires student reflection, and is evaluated based on several dimensions (Regina Litheria Panjaitan, 2014).

In general, a portfolio is a collection of student work or notes about students that are stored properly and regularly. Portfolios can be in the form of tasks done by students, student answers to teacher questions, notes from teacher observations, notes from teacher questions and answers with students, student activity reports and essays or journals made by students.

Based on some of the definitions above and relevant research, according to the authors, an assessment or portfolio assessment is a collection of assessments of the progress and development of students' abilities in terms of knowledge, attitudes, and skills continuously through student work, both student work produced in class as well as outside the classroom. The results of student work outside the classroom are strongly influenced by the family environment, especially parents.

### **Principle Assessment Portfolio**

According to Ibadullah Malawi and Endang Sri Maruti, there are several principles that need to be considered and serve as guidelines in the use of portfolio assessment in schools, including:

#### 1) Mutual trust between teachers and students

In the portfolio assessment process, teachers and students must have mutual trust, they must feel as parties who need each other, and have the spirit to help each other. Therefore, they must be open and honest with each other. Thus, a natural and natural relationship will be realized, which will allow the educational process to take place properly.

#### 2) Confidentiality between teachers and students

Confidentiality of the results of the collection of materials and the results of the assessment needs to be properly maintained, not disclosed to other parties who are not interested, violations of this norm, apart from involving ethics, can also have a negative impact on the education process of students.

#### 3) Shared ownership of students and teachers

Teachers and students need to feel shared ownership of portfolio files. Therefore, teachers and students need to agree together where the work that has been produced by students will be stored, and new materials will be included. Thus students will feel ownership of the results of their work, and will eventually grow to feel responsible for themselves.

#### 4) Satisfaction

The results of portfolio work should contain information and or evidence that is satisfactory for teachers and students. Portfolios should also be evidence of outstanding student achievement and successful teacher development.

#### 5) Conformity

The results of the work collected are the results of work related to learning objectives that are relevant to learning objectives in the curriculum.

## 6) Process and outcome

assessment Portfolio assessment is the principle of process and outcome. The learning process that is assessed, for example, is obtained from the daily behavior records of students regarding their attitudes in learning, their motivation in learning. Another aspect of portfolio assessment is result assessment, which is assessing the final result of an assignment given by the teacher (Ibadullah & Endang, 2016).

From the opinion above, I can conclude that several principles that are very concerned and become guidelines in using portfolio assessment in schools are between teachers and students: building mutual trust, maintaining mutual confidentiality, feeling shared ownership of the files that have been collected, satisfaction with the results, conformity with learning objectives and curriculum and the last assessment of the process and results obtained by students should be increased.

### **Online Learning During the Covid-19 Pandemic**

In order to prevent the spread of the Covid-19 outbreak, the government issued several regulations. One of them is *social distancing*. *Social distancing* is an effort to maintain distance, for example, such as avoiding crowds and physical contact. The implementation of *social distancing* has greatly affected the education sector. Learning that has been carried out in schools has been closed starting March 2020. Even until December 2020, learning is still being carried out from their respective homes. In accordance with the Health Quarantine Law Article 59 Paragraph 3 of 2020 as quoted by Oktavia explained that "this large-scale social restriction includes at least school and workplace holidays, restrictions on religious activities, and or restrictions on activities in public places or facilities". A separate challenge for the world of education so that learning can continue in the midst of this COVID-19 pandemic. One way out to deal with this problem is online learning (Oktavia Ika Handarini, 2020)

Online Learning is a learning that is carried out remotely through media in the form of the internet and other supporting tools such as cell phones and computers with various applications. This learning is often also called online learning so that students are more emphasized to be observant and careful in processing the information presented online. According to Riyana, online learning very different from ordinary learning, Online learning It has the same concept as *e-learning* (Riyana, 2019).

According to Oktavia, there are several applications that can help teaching and learning activities during the pandemic, for example whatsapp, zoom, web blog, edmodo and others. The government also takes a role in dealing with inequality in learning activities during the COVID-19 pandemic. Launching the official website of the Indonesian Ministry of Education and Culture, there are 12

platforms or applications that students can access to study at home, namely: (1) Learning Houses; (2) Our Table; (3) Icando; (4) Indonesiast; (5) Google For Education; (6) Smart Class; (7) Microsoft Office 365; (8) Quipper School (9) Teacher's Room; (10) Your school; (11) Zenius; (12) Cisco webex.

This online learning of course raises new problems in the world of education. Problems in the teaching and learning process, both from students, teachers and parents who are involved in the learning process. In addition, the facilities in online learning is also a problem in itself. Parental participation or parental participation is very necessary in this learning system.

### **Portfolio Assessment Parental Participation-based**

Ali Sadikin said that the COVID-19 pandemic had disrupted the conventional learning process. So a solution is needed to answer this problem. Online learning is one alternative that can overcome this problem (Ali Sadikin & Afreni Hamidah, 2020). Portfolio assessment what the teacher does in the learning process are: in the form of a collection of student work or notes about students in the form of tasks done by students, student answers to teacher questions, notes on teacher observations, notes on teacher and student questions and answers, student activity reports and essays or journals made by students. Online Learning also requires teachers to carry out portfolio assessments, in this case the participation of parents is very much needed for the success of the teaching and learning process during the covid-19 pandemic.

In Online learning especially at elementary level students, students must be accompanied by parents. This is because learning is carried out in their respective homes so that teachers have limitations in this learning system. For this reason, it is important to implement a portfolio assessment based on parental participation, which involves parents in the process of assessing students. The results of Slamet Widodo's research show that in the implementation of a portfolio assessment based on affective parental participation to be applied in learning. The teacher feels helped by the process of assessing the students' assignments. Communication between teachers and parents is increasing. While parents feel happy to be involved in the assessment of their children. parents are more active in paying attention to their children's learning abilities

The benefits of a portfolio assessment based on parental participation as stated by Slamet Widodo are as follows:

- 1) to increase the role of parents in their children's learning progress,
- 2) to build awareness between teachers and parents about students' abilities and weaknesses,
- 3) build intensive communication between children and parents,
- 4) to build awareness of parents about their children's talents and potentials,
- 5) increase cooperation between children and parents, in terms of task guidance,

- 6) increase students' sense of responsibility and motivation in completing assignments,
- 7) improve students' skills/problems (Slamet Widodo, 2014).

Judging from the benefits of portfolio assessment Based on the participation of parents above, parental participation is very much needed in learning, especially in online learning during this covid-19 pandemic. By participating in learning, parents can find out the weaknesses and strengths of their children, besides that, it will also build intense communication between parents, teachers and students.

In implementing portfolio assessment, teachers must know what students' needs are. Teachers must plan carefully after seeing all the potential and shortcomings. Most importantly, portfolio assessment must be able to improve skills and competencies without having to incur expensive costs (Andayani, et al., 2019; Rahmi, & Alberida, 2017). All that is taken into consideration includes the needs of students, the level of student development, materials that must be sought, and the ease of doing work.

Previous findings stated that parent-based portfolio assessment is very helpful in increasing children's understanding, this is evidenced by the existence of; parents always follow the directions given by the teacher, parents give an assessment according to the reference given (Sudrajat, 2016; Sukanti, 2010). If they do not understand, parents ask the teacher (Mahardika, 2018), parents provide information on what activities have been carried out in completing their assignments, parents also educate their children so that they can complete works or assignments well (Muna, 2017; Hartono, Suniasih, & Wiarta, 2015). Finally, portfolio assessment can create a balanced learning process both at school and at home, communication between parents and children is increasing and objective assessments can be carried out well by teachers.

The contribution of this research is that portfolio-based assessment is very well applied in learning, portfolio assessment can improve students' skills and competencies in completing work. Teachers feel that portfolio assessment can improve communication between students and teachers, and between teachers and parents. According to the teacher's input, the parent-based portfolio assessment will be able to ease the teacher's task. Because objective assessment tasks can be carried out jointly between teachers and parents.

Meanwhile, the parents' responses indicated that the parent-based portfolio assessment was very suitable and well implemented. Because parents are busy with their children's education. Parents feel aware of how good the quality of their children in doing the work or assignments from the teacher. Parents become intense in following the directions given by the teacher on how to provide guidance and assessment of their children.

Parents contribute and participate in advancing education. Because parents of students are people who directly share in the success or failure of education. If

parents have children who are diligent, have good report cards, have good morals, and worship diligently, then the goals of education will quickly be realized. But on the other hand, if parents have lazy children, their report cards are mediocre, their morals and worship are lacking, then the goals of education will be difficult to realize. Although the success or failure of student education is not entirely due to the participation of their parents, parents have a very important role. For example, parents feel they are responsible for the success of their children. Parents also guide their children's learning at home by facilitating or supervising them. Parents provide direction and provide examples of how to solve problems or have good character. This means that parents do not help answer their children's homework, if that happens then it does not increase parental participation in advancing education. What happens will actually make the child lazy, irresponsible and of course the intelligent one is not the child but the parent.

Increasing the role of parents in children's education is by developing portfolio assessment. In developing this portfolio, parents are required to actively guide their children in completing assignments. Parents act as guides and facilitators, not doing it. According to Isminiati (2006) with portfolio assessment students not only develop cognitive but also psychomotor. Therefore, the portfolio will assess a student's work or work as a whole, which is judged not only on the results of the work but the process is the most important.

## **CONCLUSION**

During the COVID-19 pandemic, learning is carried out *online* or with various systems and applications. Online Learning Of course, different from conventional learning, parental participation is needed for educational success. Parental participation is very much needed in learning, especially in online learning during this covid-19 pandemic. By participating in learning, parents can find out the weaknesses and strengths of their children, besides that, it will also build intense communication between parents, teachers and students. Portfolio assessment based on parental participation during the COVID-19 pandemic is a learning evaluation process in the form of a portfolio namely in the form of a collection of student work or notes about students in the form of student assignments which are accompanied by parents in the process, student answers to teacher questions, notes on teacher and parent observations, notes on the results of teacher and student questions and answers, student activity reports and essays or journals made by students who are also accompanied by parents. Assessment This requires intense communication between teachers, students and parents. Parental participation in carrying out portfolio assessments during the COVID-19 pandemic plays a very important role because learning during the pandemic requires parents to accompany online learning during the pandemic, especially for elementary-level students.

The research recommendation is that before developing an assessment, the concepts and theories must be understood first. So that in developing it as expected. From the development carried out, it must be validated by experts, the value obtained will determine the quality of whether the assessment developed needs to be revised or not. According to the assessment, it must be revised and developed as needed. In implementing the assessment in the classroom, the teacher must be able to consider all possibilities that occur. The teacher looks at class conditions, students' abilities, the availability of tools and materials and the time needed to complete a work. This is done, because proper and in-depth analysis can reduce risks or obstacles in the classroom. Teachers must make careful planning before finally implementing it in class. To make it easier in the assessment process, teachers and parents need to communicate the rules. What are the obligations and rights that must be done by teachers or parents. The trick is to conduct joint discussions between parents and teachers. Can be done at the beginning of the new school year. Because usually at the beginning of the new school year, teachers and parents hold regular meetings to discuss the results of their students' learning progress.

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