A Portrayal of Portfolio as an Alternative Online Learning Assessment

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Abstract---Learning assessment is a process of gathering information on the students' learning outcomes. In conducting an assessment, teachers should pay attention to the principles of comprehensive assessment and put a strong emphasis on assessing the three domains. Moreover, the assessment process should be appropriately conducted to obtain real information about the students' existing abilities. The principle of portfolio assessment is assessment for learning processes, learning outcomes, and continuous assessment. This study was intended to reveal the importance of portfolio assessment as an alternative online learning assessment. Document studies were conducted to collect the data and then the data were critically and descriptively analyzed to establish valid and reliable findings. This study revealed that portfolio assessment is an effective assessment to be used to assess the student's competence through online learning systems. This study implies that teachers should consider utilizing portfolio assessment more intensively in their online learning-teaching activities.
Keywords---assessment, learning, online, portfolio, portrayal.

Introduction

The assessment is a broad term that includes testing activities. To understand more deeply the concept of assessment, it is necessary to understand clearly the terms that are often used and related to assessment, among these terms, namely, test, measurement, and evaluation. In another sense, assessment is collecting information about the students' learning achievement and measuring students' learning outcomes and performance (Widiastuti et al., 2020). Moreover, it is used to know the quality of learning. About online learning as a result of the Covid-19 pandemic, an alternative learning assessment should be conducted by the teachers (Robinson et al., 2007; Sienaert, 2016). This is important to be carried out to support the efforts to practice physical distancing, namely an appeal to maintain distance between people, stay away from activities in all forms of crowds, associations, and avoid gatherings that involve many people (Brata et al., 2021).

In these limited conditions, the packaging of online learning content should be a benchmark in strengthening literacy and character. The material taught, in addition to developing students' knowledge, is also used as a medium in growing and strengthening literacy and character abilities. As a formal learning activity, an assessment still has to

be done according to the assessment principles (Rahayu & Wirza, 2020). However, the assessment should be also conducted through online systems as a part of the online learning process during the outbreak of COVID-19. Teachers are compulsory to teach properly in whatever situation, learning conditions still have to be conducted in a conducive atmosphere (Mantra, 2019).

Assessment in online learning should be carried out to help students find better ways of learning for themselves in each subject being studied. In online learning, teachers still have to conduct an appropriate assessment to know the students' learning achievement (Widiastuti & Saukah, 2017). Teachers have to plan properly and systematically how the assessment is administered and what type of assessment would be appropriate for online learning to ensure that the assessment measured what is meant to be measured. Considering the challenges of online learning, teachers have to carefully design the assessment to get valid and reliable information concerning the students' current achievement towards the learning competencies that are previously determined before teaching activities were conducted (Maba et al., 2018).

Furthermore, assessment in education is carried out based on clear principles as a foundation. The principle, in this case, means guidelines that need to be adhered to in carry out learning outcomes assessment activities (Mantra et al., 2019). For that, in the implementation of the assessment must pay attention to the principles of appropriate assessment practices such as validity, educating, competency-oriented, fair and objective, open, continuity, thorough, and meaningful. Those principles should be adapted in every assessment activity to ensure that the assessment measure what is intended to measure and attain appropriate information (Astawa et al., 2017; Pope et al., 2004).

Assessment of learning outcomes must measure what should be measured by using a type of test that is trusted or valid. This means that there is a suitability of the measuring instrument with the measurement function and measurement targets. Assessment must make a positive contribution to the achievement of student learning outcomes (Kirby & Merchant, 2020). Therefore, assessment must express and can be felt as a tribute to motivate successful students and as a trigger for enthusiasm to improve learning outcomes for those who are less successful, so that the success and failure of students must be appreciated in assessment. This positive assessment strategy should be continually nurtured in the classroom for students to have a positive attitude towards classroom assessment and teachers can gather the right information concerning the students learning outcomes (Sulistyo et al., 2020).

Learning assessment must assess the achievement of learning competence which includes a set of knowledge, attitudes, skills, and values reflected in the habits of thinking and acting. Moreover, learning assessment must consider a sense of justice and student objectivity, regardless of gender, background cultural background, and various contributing factors on learning (Brown & Abeywickrama, 2010). Learning assessment should be done openly so that decisions about student success are clear to interested parties, without any manipulation that can harm all parties. Learning assessment must be carried out continuously from time to time to find out overall student development in learning (Widiastuti, 2018; Jay et al., 2007).

Furthermore, learning assessment must be carried out thoroughly, which covers cognitive, affective, and psychomotor aspects as well as based on various assessment strategies and procedures evidence of student learning outcomes. Additionally, learning assessment is expected to have meaningful meaning significant for all parties. The results of the assessment should reflect a complete picture of student achievement that contains information on strengths and weaknesses, interests, and levels of mastery of students in the achievement of competencies that have been set (Mantra & Widiastuti, 2019). However, the changes in the learning system also caused problems in assessment practices. During the COVID-19 pandemic, teachers who usually administered assessment directly face to face, all of sudden had to change into the online assessment. Many teachers found difficulty in constructing the assessment to avoid students cheated from google and how the assessment should be administered to ensure the assessment measured the students' achievement.

The implementation of assessments in online learning during the pandemic certainly really requires extra thinking skills from the teachers to implement the appropriate assessment (Timmis et al., 2016). One of the learning assessments which is appropriate to be conducted through online systems is portfolio assessment. portfolio assessment is an approach or model assessment that aims to measure the ability of students through the collection of relevant materials with the goals and desires that are built by students so that the results of the work can be assessed and commented on by the teacher within a certain period (Virgin & Bharati, 2020). Portfolio assessment is an approach to assessing student performance. Through conducting, portfolio assessments, teachers can collect various information about the students' ability and get a comprehensive understanding of the process and results of the growth and development of the students (Sulistyo et al., 2020). This is because the portfolio documented all students' learning experiences.

One of the advantages of portfolio assessment is that it provides opportunities for students to be more involved in learning and students themselves can easily control the extent of the development of abilities that have been

obtained. Moreover, a portfolio enables students to do self-assessment to know their strengths and weaknesses in learning, and to use these strengths in overcoming their weaknesses is important basic knowledge in the learning process. Moreover, portfolio assessment may be utilized to improve the quality of learning (Seufert, 2003; Hänze & Berger, 2007). Therefore, this study was conducted to uncover the essence of portfolio assessment as an alternative online assessment. The findings might provide a better understanding of portfolio assessment as one of the assessments to improve student's learning outcomes.

Research Method

The present study made use of a descriptive research design; the data were collected through document studies and interviews with the selected teachers. The primary data were obtained from various literature, books, journals, scientific works, as well as other documents related to alternative learning assessments. All data were critically analyzed and descriptively presented to establish valid and reliable findings. All data firstly were put based on their category and then matched with other data obtained from other sources. Once the data were put on the right category and all data from various sources were matched correctly, the analysis was stated from the first category and continued to the following category. Triangulation was conducted by matching the data from document studies and the interview results. Once the process of analyzing and triangulation for each category was completed, the findings were validated by discussing the findings with assessment experts the results of the validated findings were then considered as valid and reliable findings for the present study.

Results and Discussion

Online assessment is an assessment carried out by utilizing internet network information technology, where this assessment can be done anywhere as long as there is access to the internet network. The principle of online assessment is the same as conventional assessment in general, only the difference is the media used to administer the assessment. Conventional assessment is conducted through face-to-face interaction, meanwhile online assessment is conducted without face-to-face interaction. The online assessment is conducted using digital technology in which students have more independence in doing the assessment task as it allows students to access the assignment on their own time. However, some teachers provide students with a certain duration of time (Lariscy et al., 2009; Gruen et al., 2006).

In terms of term formats, online assessment is in the form of a set of tests or a set of questions that must be answered by the students as test-takers. The test is used to measure the extent to which students have mastered the lessons from the learning process that has been conducted which includes aspects of knowledge, attitudes, and skills (Ozioma & Obiageriaku, 2019). A portfolio assessment is an assessment based on a collection of information in a certain period. The information can be in the form of student works from the learning process that is considered to be the best by students or test answer sheets that showed the students' ability in answering the questions related to certain competencies in one subject. Therefore, all students' selected works can be filed into a portfolio for their assessment at a certain time (Soifah & Pratolo, 2020).

In general, a portfolio is a collection of documents of students' works. Students' portfolio assessment data is based on the results of the collection of information that has been carried out by students during the learning process, in this case when carrying out online learning (Tyas, 2020). Portfolio assessment components include (1) teacher notes, (2) student work results, and (3) student development profile. The results of the notes of teachers can provide an assessment of the attitudes of students in carrying out portfolio activities. The results of the work of students can give a score based on the criteria; (1) summary of portfolio contents, (2) documentation/data in folders, (3) document development, (4) summary of each document, (5) presentation and (6) appearance.

The implementation of portfolio assessment is based on several objectives. objectives The objectives of portfolio assessment are to (a) appreciate the development of students, (b) documenting the learning process, (c) pay attention to work performance, (d) reflect the ability to take risks and experiment, (e) improve the effectiveness of the learning process, (f) exchange information between parents students with other teachers, (g) accelerate the growth of participants' positive self-concept students, (h) improve self-reflection ability, (h) help students formulate their learning objectives or learning needs.

Some of the advantages and disadvantages of portfolio assessment are; (1) portfolio provides information about students' products of learning, (2) portfolio provides opportunities for students to show what they can do, (3) portfolios can encourage students to become reflective learners and improve their ability to evaluate the strengths and weaknesses of their work, (4) portfolios can help students take responsibility for setting goals and evaluating their progress, (5) portfolios can provide benefits for the teachers and students to collaborate and reflect on the

progress of students, (6) portfolios are an effective way of communicating with parents in showing examples of students' works and demonstrating progress, (7) portfolio provides a mechanism for student-centered and parent-directed conferences, (8) portfolio provides parents with concrete examples of the development of students over time as well as their current skills.

A well-packaged portfolio assessment can provide benefits for students and teachers. The benefits of portfolio assessment are: (1) teachers can assess progress and progress of students, (2) teachers and guardians of students can communicate about work students, (3) students can become partners in the assessment process, (4) students can find talents and abilities, (5) the assessment is objective, (6) the assessment can improve student and teacher interaction to achieve goals, (7) assessment can foster student motivation to learn, have pride, a sense of belonging and foster self-confidence, (8) assessment aims to achieve completeness learning is not just complete material, (9) teachers and supervisors can evaluate the program teaching (10) the assessment results can be used to improve teacher professionalism.

The data collected from time to time can be used by the teacher to assess and see the development of abilities and academic achievement of students in that period. Moreover, a portfolio can be utilized as feedback both to teachers and to students for the improvement of the upcoming learning atmosphere. Through portfolio files, teachers can know the potential, character, strengths, and weaknesses of students (Ozioma & Obiageriaku, 2019). For students, portfolio files can be used as a basis for correcting their weaknesses in the learning process as well as mastery of a particular subject matter. The process of feedback is very possible because, in the portfolio assessment system, the data recorded in the files are not only collected but also analyzed collaboratively by involving teachers, students, and parents (Clarke & Boud, 2018; Liu, 2019).

The portfolio assessment is based on the premise of relearning and reflect on the learning experience. Critically analyzing the information about the students' learning experiences and the information is used as feedback for reteaching the students (Barbera, 2007). Students can reflect on whether the scores they get represent the learning experience that they just learned. Logically, students should learn something after the learning process conducted by the teachers, therefore, through portfolio assessment, students can easily know their progressive achievement in learning (Barnes et al., 2020; Constantinides & Malliaris, 1995).

The portfolio assessment is an assessment conducted with many basic principles of assessment such as periodic assessments, continuous assessment, fair assessment, and social assessment of learning. A portfolio assessment that is conducted properly can be expected to reap good results. Therefore, teachers should be properly planned and conducted the portfolio assessment even it is conducted through online systems. All students' documents or works should be carefully documented and filed properly conducting a portfolio assessment may need extra time for the teachers but if the teachers have sufficient information technological knowledge, a portfolio can be an easy task to do because teachers can utilize several computerized systems to compile the students' works.

Conclusion

Based on the description and discussion of the research results above, it is related to alternative assessment models in evaluating learning in the COVID-19 pandemic era. It can be generalized that the online learning process implemented in Indonesia during the COVID-19 pandemic requires teachers to use alternative assessment models in assessing their students. Assessment of learning outcomes is the process of measuring the learning outcomes achieved by students with certain criteria. This implies that the object being assessed is the result of learning. A portfolio assessment assesses the work of students individually over a period for a subject. At the end of a period, the work is collected and assessed by the teacher and students. Based on the information obtained from students' works, teachers can assess the development of student's abilities, and then teachers can use the information to make improvements. A portfolio can be interpreted as a collection of learning outcomes or student works that shows the efforts, developments, and learning achievements of students from time to time and from one subject to another. This study suggests that portfolio assessment can be used by teachers even through online learning systems as it has many benefits for both teachers and students.

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