

THE DEVELOPMENT OF PORTOFOLIO ASSESSMENT - BASED PARENTS PARTICIPATION IN ELEMENTARY SCHOOL

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Abstract

There are some problems in education. One of them the parent's participation in education is not optimal; it is causing the children eager to study. Less communication of parents cause of many problems give impact to the children's learning process. Parents less communicate with their children due to their other business particularly their taskss results in a lack of parents' participation in education. The goal of their research is to describe the feasibility and appropriateness of the use of portofolio assessment based parents' participation in teaching and learning process. Their research was conducted by design research and development with Four-D model. The data was collected by using observation sheet and questionnaire, then the data was analysed by quantitative and qualitative. The result of their research showed that portofolio assessment based parents' participation is appropriate to be implemented in teaching and learning process.

Keywords: Portofolio assessment, parents participation.

INTRODUCTION

The parent is a perchildren who often interact directly with children or students. The parents play an important role in education. The best program at a school without a supported by the parents participation, so the program will not run well. The other program to build the school such as building facilities are still not complete, or the program related to educational purposes such as creating intelligently generation based on faith and love and also mastering science and technology.

More specifically, parents contribute and participate in improving the education. The students parent is the perchildren who directly participated and feel the success or failure of education. If a parent has a child who is diligent, good value and akhlak, and religius, so the goal of education is improved. In other hand, if a parent has a child who is lazy, bad values, morals and not religius, so the goal of education is not improved. Despite the success or failure students education are not entirely due to the participation of the parents, but the parents have a very important role. An example is parents feel responsible for the plundering of their children success. Parents join in guiding learning their children at home by facilitating the parents give directions and examples how to solve problems or be good character. It doesnt mean the parents answer their children hometasks, if that happens so then it is not improving the parent participation in advancing education. It will create the children lazy, do not

have the responsibilities of an intelligent and certainly not their children but instead their parents.

The reason why the parent very realizing the success of education is 1) the parent is the most frequent and close relation with children, 2) the parent is the one who is responsible for the success of their children education, although they have been submitted to the school, 3) the environment that is most often occupied by children is the family environment, 4) the parent who paying attention about the growth of their children learning will provide the motivation or the strengthening of its own, if compare with parent who is less concerned.

Improving of the parent role to the children education is by the development of an portofolio assessment. In developing portofolio, the parent is required to be active in guiding the completing the task. The parent acts as a supervisor and a facilitator, not join the tasks on it. According to Isminiati (2006) by portofolio assessment students not only develop their kognitif, but also their psikomotorik. There fore, the portofolio will assess a tasks or student tasks thoroughly, which is rated not only the results of the tasks but the process is paramount.

According to Margery (282:2005) portofolio assessment is especially important for students because 1) assessing and improving critical thinking, 2) encouraging students responsibility in learning as confident, active support, 3) focusing on initiatives for discussion between students and tutors, 4) increasing the creativity and problem solving, 5) monitoring and assessing in the utilization of time, 6) assessing the appearance, by implementing theory with real practice, 7) assessing the validity of the

content, appearance, and processes, 8) incorporating assessment subjectively and affectively as a qualitative and quantitative assessment procedure, 9) be used to assess the attitude and professionalism of each individual development, 10) diagnosing strengths and weaknesses to improve the appearance of the students, 11) to the materials for student reflection towards the improvement of the learning outcomes.

Val Klenowski (& Assessment Evaluation, vol. 31, no. 3, June 2006, pp. 267 – 286) posited a portofolio assessment can not only emphasize process in learning, more of that portofolio can be used as a test of a summative evaluation. So the benefit of the use of portofolio assessment can be used to measure the students' skill in finishing the task, and can also be used as a summative examination. A summative test that is often used is indeed in the questions that have to be done at the moment. Thus, as changing and innovation can also use the project or tasks are structured.

The benefits from the development of portofolio assessment -based parent participation is 1) to enhance the role of parent in the children learning progress, 2) to build awareness among teacher and students parent about the abilities and weaknesses of the students, 3) to build an intensive communication between children and parent, 4) to build awareness of parents about the talent, and their children's potential, 5) to enhance cooperation of the children and the parents, in terms of coaching duties, 6) to increase the sense of responsibility and motivation of students in completing assignments, 7) to improves the students skill in solving problem.

The parent role in portofolio assessment is reinforced by the expert including; Kathleen V etc (Educational Psychologist, 195 – 207:2001) the involvement of parents in guiding their children home tasks can improve the understanding and development of student learning) Kathleen and Howard (Teacher Collage Record, Volume 97, Number 2, Winter 1995) state that 1) the parents role will grow the their children participation in education, 2) the parents role can enhance a positive attitude and success in the school.

The cases are often found, the parents hope their children get good value without concern the process to how their children gain good grades. The lack of ommunication and interaction in understanding the children potential, parents often impose the will. As a result the children growing and intelligence are not improved. And the other hand, children are increasingly confuce and had a hard time with the given tasks. Even lately many mass media that spread the children stress because of many take coures (Republika, Friday 28/11/14), (Viva, Sunday 30/11/14), (Tribune of Jambi, Sunday 07/12/14). There are even hospitalised children because of many take coures (Minutes, Tueelementary schoolay 25/11/14). It is proved, that

the parent ambition are great without a good interaction followed that only make the children are more depressed and not develop.

Not only were those problems, of some of the cases found. The parent is prefer to join their children including their private tutoring, the parent hope their children would get high scores with the take course. the parent who often sent their children to diligent study, worship, and diligently completed its task, but the parent gives a bad example, as in the same time the parent watches television sent their children to learn alqur an or go to the mosque. It is impossible the children follow their parent, even though they will, they do not enjoy doing it. But not so, the success of learning is not only supported by the sheer value, but many indicators of success in learning. Such as, empathy, responsibility, the process of completing tasks, solves the problem of thinking, critical thinking, creative and innovative.

The focussing of this problem, low ability of children and the lack of the parent role in education is because 1) the parent has been no effective ways in improving the role of the parent role towards their children education, 2) the school only focus on its internal program, so that the role of the society or the parents being ignored, 3) frequently used assessment only focus on skill results, not the process skill, 4) parents are less attentive to the development of their children learning due to a flurry of their tasks, 5) during their assessment simply involves the teacher only, so parents are less understanding of their actual ability.

From a short interview conducted in limited shows that the portofolio assessment has not been fullest and even rarely used. The teacher class assessments task would rather than an portofolio assessment. The reason is that assessment is more elaborate than in their assessments. Portofolio assessment takes a lot of though in the primary time teaches is very limited, out of stock used to teach. The teacher assumes that portofolio assessment is very difficult applied in elementary so that the teacher is not interested in the portofolio assessment.

This case it is clear that the portofolio assessment is still very little practice or implemented especially in elementary school. Portofolio assessment involving the parent participation, primary school teacher should be able to use a variety of assessment for students, so students do not feel borring. In addition, the portofolio assessment-based the parent participation will involve parents in education. Because the actual task of children education is their parents.

If it is link with the change previously krikulum using curriculum KTSP (the Curricular unit level education) switch to 2013, then the development of curriculum portofolio assessment is very suitable. Portofolio assessments will develop the children skills complete the task or problem according to the instruction provided by the teacher. Students will be encouraged to understand and

critically about their understanding. If students are not yet so familiar with, they will ask their teacher, by being the task will be completed with the guidance of their teacher.

In curriculum 2013 using scientific or scholarly approach, students will understand, ask their self, try, and completed its tasks, observed. The students' books in curriculum 2013 also emphasize the children for active doing their homeworks in comprehensive from the perspective of real life. Learning activities are no longer limited to finish a matter of multiple choice question and description. And then, learn to guide the children active in understanding and finishing the question of life. Similarly, with a task-based portfolio assessment, students will also follow the flow. It means that, the development of a portfolio assessment in accordance with the development of the curriculum at their time.

The purpose of this research is (1) to describe the validity of portfolio assessment based parents participation; (2) to describe the practicality of the use of the portfolio assessment based parents participation; (3) to describe the effectiveness of the use of the portfolio assessment based parents participation.

According to Surapranata etc (2006:47) portfolio is a collection of documents in object assessment used by children, group, company, organization, institution, the aim is to make document and evaluate the development of a process to achieve a goal that has been set up within the company.

Area at. al (in Reynolds, Cecil R, etc, 2010:268) portfolios are specific type of performance assessment that involves the systematic collection of a student tasks product over a specified period of time according to a specific set of guidelines.

Surapranata etc (2006:27) can diartika portfolio as a collection of the results of the study or tasks of learners who demonstrate business, developments, learning achievements of students from time to time and from one subject to another.

According to Musial (2009:239) portfolio is a purposeful, organized collection of evidence that demonstrates a perchildren's knowledge, skill, abilities, or disposition. Supranata etc (2006:28) portfolio is also interpreted as evidence of the students learning experience are arranged in a systematic and organized manner that is taken during the learning process, is used by teacher and learner to assess and monitor the development of the knowledge, skills, and attitudes of students in certain subjects. Thus the portfolio assessment can be defined a series of task, the tasks, or the project, arranged systematically in a certain span of time with the aim to find out the increase in the development of the students competence as well as tools for evaluation. A part of the portfolio consists of:

- table of contents document. The cover of portfolio contain the name of the student and the object of assessment. The teacher wrote down the names of the student, the date of execution of the task, and the type of task created by the students. It was all arranged in the form of tables in order to facilitate in mapping out assignments for all students and a list of tasks for students. The content of portfolio document is a collection of student assignments in the given time period, it can be a collection of tasks per week, per month, per semester. The task in portfolio document that tasked by the learners such as photos, video, audio, written assessments, assignments, tasks practices, records, diskettes, photocopy and other.
- Bendel documents. A collection of various tasks of the students who are placed in a single folder or bendel is called documents.
- Limitations of the document. According to Surapranata etc (2006:39) portfolio documents need to be grouped, for example based on the subject so it is easy to get it back if needed. Limitations their document aims to facilitate the assessment, in addition also to distinguish between a portfolio of one with the other.
- the records of teacher and parents. Portfolio assessment in the sheet is a comments field of parents and teacher. The column contains a description of assessment with the aim to find out the extent students ability. The students tasks who have done the teacher can provide comments or judgments on columns of teacher, while the column of students parents can be filled in accordance with the knowledge of their parents against allegedly the tasks of students or their children.

Portfolio assessment has principles that must be observed before the implemented in learning. The principle is a) the accuracy of the data. According to Surapranata etc (2006:43) evidence to be included in the portfolio bendel should be constitute evidence learners in question at the time (month, semester, year) a corresponding. b) Timeliness. Teacher must be detail and meticulously check the students' task, as their evidence must also be done assessment and the collection appropriately in accordance with the agreed time with the students. c) Completeness of information. Evidence that has been made should be made in accordance with the student instruction and the teacher direction. The teacher should make a deal with the student about the tools, materials, and procedures of the process. d) Readability of documents. Teacher has given direction to the students, the goal stressed to all students when the evidence will do students can pay attention to the writings and materials. Evidence should be made with a nice and neat writing. On the other hand, it must also be a durable and long lasting. Evidence that has such criteria will make easier for

the teacher if necessary at time to evaluate the end of the exhibition. e) The practicality of the documents. The students' document must be adapted to portofolio bendel, evidence that should be made, and then placed with portofolio bendel. f) Planning. The assessment on a wide range of children and the number of students in dire need of the good planning. g) Structuring the document. The number of documents in one class requires a precise and neat Setup. h) Administering the document. Before students collect evidence as well as other tasks that teacher need preparing book or sheets of special collection and note value.

According to Cole, Ryan, and Kick (in Surapranata etc, 2006:46) there are two forms of portofolio, i.e. portofolio product and portofolio process. According to Surapranata etc, (2006:47) portofolio product is a portofolio that emphasizes the process on how the development of learners can be observed and judged from time to time. The portofolio process put forward solely on the outcome of the procedure. The students will know how to tasks on a task ranging from preparing materials and tools, how to tasks on the checkout process. The children will know how it feels to accomplish a task is that it takes time, patience, and skills in the finish. So students are being taught how to enjoy or get something must use stages or process which is not easy.

According to Surapranata etc, (2006:63) portofolio product is a portofolio that emphasizes result on the best result has been done by learners, regardless of how the process for achieving evidence of that happening. In the children portofolio product is required to show the best results without having to process or procedure that is required of a patent. But it does not mean the portofolio put forward only result quality or quantity, but also must use the correct ways permitted by the teacher.

Portofolio product has several types, namely Portofolio documentation. According to Surapranata etc, (2006:67) portofolio documentation is the form used to select a collection of evidence that special learners is used for assessment. b) Portofolio appearances. According to Surapranata etc, (2006:63) portofolio appearance is the form used to select evidence that is best done by learners or group of learners. The difference with their type of portofolio documentation is located on the result only. The portofolio appearance there is no such thing as a revision, consultation activities or completion tasks learners.

According to Reynolds, Cecil R, et al. (2010:255) stages of the same portofolio with the stages in the task of giving the appearance that consisted of; a) selecting task appearance what will be evaluated, b) choosing a task that can be done to the maximum to generalizable results in assessment, c) choosing tasks that reflect the skills, d) choosing a task that can be assessed objectively, e) choosing a task that can be evaluated at once the most

interesting on the process or the result, f) selecting the task reliстик, g) choosing the appearance of tasks that can measured the skill and can be taught, h) selecting the appearance of tasks that can be accepted all students equitably, i) choosing the appearance of the task that can be measured by time constraints and resources are adequate, j) choosing the tasks that appearance in the selection of the best, k) selecting the appearance of tasks that can reflect the objectivity of education.

Reynolds, Cecil R, et al. (2010:273) lays out some of the advantages of portofolio assessment, namely; 1) portofolio can demonstrate growth and development of students' ability in a certain time period, 2) portofolio can help and motivate students in their involvement in the learning process, 3) portofolio can evaluate appearance and result, 4) when using the portofolio can be created the relationship between learning and assessment, 5) the portofolio may improve the relationship between the parent and students.

Reynolds, Cecil R, et al. (2010:273) conclude the weakness of the portofolio into two points of the first principal, portofolio assessment difficult in scoring and determine the best, second, the result of portofolio assessment take time and the process long enough. From that explanation if applied in elementary school must be adjusted to the level of development and the growth of elementary school children. Elementary school children who have characteristics like follow the things that see, hear or do other people. Then very suitable applied their type of portofolio process. Because in portofolio developmental process of the student's abilities and skills can be observed well from start to finish. These observations serve very help the teacher or parents in performing the evaluation study towards their children. Therefore, very stressed so that any particular learning assessment should refer to how a student processes created. The benefits students will be accustomed to fighting finish, were responsible, and that everything that can not be instant but must remain unanswered and require the process.

According to the great Indonesian Language Dictionary (1993) the parent is the father, mother. Zakiah (1992) in their book the Islamic Education Science wrote that the parent is the first and principal educators for their children, because they are the children of the first to receive an education. While the parent participation is the involvement of parents in their children education, may take the guidance, encouragement, Ministry and the granting of facilities on-site or taken the time. Thus the first education contained in the family life.

According to Noer Aly (1999) the parent is adult who bears the responsibility for the education of the children naturally in the early days of their life are in the midst of their mother and their father, from them the children getting to know their education, definition, it can be drawn the conclusion that the

parent is the biological parent or guardian who has a responsibility in children education.

According to Singgih (2011) family (mother and father) is an important place where the children acquire basic in shaping their ability so that would later become successful people in society. The Parent becomes the basis of the formation of the children successful or not, in all things good moral, intellectual and social tasks, etc. All parents will be become a pilot model for their children, because children often imitate what is seen, heard, and felt from their parents.

Generally, education in the home that is not based on the consciousness and the sense of decline, that is born from knowledge to educate, but rather because it is not supernatural atmosphere and structure gives the possibility of natural building education situation. The situation of education provision fulfils the existence of Association and relationship affecting the mutual influence between parent and childrens.

The parent (mother and father) played an important role and very influential over their children education. A father, in addition to having the obligation to make a living for their family, he is also obliged to seek additional science for him because with studies that he will be able to guide and educate their children and family for the better. So with a mother, in addition to having a family maintenance obligation and she continues to have an obligation to seek knowledge. There is because a mother who is always close to their children.

Thus it is clear that the parent has a position and a very big responsibility towards their child, because they have a responsibility to give a living, educate, nurture, and maintain their children to prepare and realize the happiness of living children in the future. Or in other words that parent generally feel responsible for everything from the survival of their children, because there is no doubt that education is fundamentally the parent responsibility.

The parent roles largely determine the success of their children education that the parents act as: a) Educator. Educators first and foremost are the parent, who is responsible for the student with developmental undertakings throughout the potential protégés, both affective potential, potential cognitive and psychomotor potential. b) Motivator. There is where the parent assumes the role of fostering the motivation or stimulation from the outside which is then able to naturally regenerate the motivation from the children c) supervisor. As parent is not only obliged to provide facilities and school fees only. But children also need guidance from their parents.

Parents are not only being the father and the mother for their children but also become the educator is responsible for their children education. According to Witting (1984) "The family is responsible for preparing the young child to live in society for teaching the child the language, the

attitudes and some of the basic skills he or she will need". "The family is responsible for preparing young children to live in the community to teach children speak, behave and some basic capabilities which he man or woman need".

According to Zakiah (1992) the responsibility of education charged the parents at least are: a) Keeping and rearing of children. There is the simplest form of the responsibility of each parent and the natural impulse is to maintain the survival of mankind. b) Protecting and guaranting equality, both physical as well as spiritual, from a variety of diseases and disorders of the mis appropriation of life and life goals that correspond to the major life and religion. c) Giving the instruction in a broad sense so that children acquire the chance to have the knowledge and skill and as high as possible that will be achieved. d) Coming for the children, either the world or the after, in accordance with the views and the purpose of life.

RESEARCH METHOD

According to Sugiyono (2008:427) the type of research is the kind of research and development or research and development (R&D) is a research method that is used to produce a particular product and to test the effectiveness of these products. In this research will be developed assessment based parent participation, which will be tested in elementary school grade IV.

The subject of this research is the grade IV of elementary school, they are 15 students. The class selection is based on the first; four grade students are able to independently or in group tasking on a paper. Second, grade four is considered already can communicate with both their parents.

While the location of penelitianya in the elementary school IT Uthman Ibn Affan Lakarsantri South No. 33. This location is the suburb of Surabaya, their parents mostly middle class and rich, their tasking mostly as private and public employees. By kind of parents tasks the reseacher believe the flurry of the parents will influence the paying attention to their children.

The design of this research uses Four-D models. According to Thiagarajan, et al, (1974:8) Four-D Model consists of four stages, namely define, design, develop, and disseminate. This research will be carried out until the develop stage. As for disseminate will not be done. Thus, portofolio assessment will be developed and tested to a limited extent only on the school that became the object of research. For disseminate can be performed on next research.

In this research, the researcher uses data collection techniques in sheets of validation to the development process of portofolio assessment-based parent. to the implementation stages of portofolio assessment process using teacher activity sheets, student activity sheets. To find out the quality of the

assessment then use the response or observation sheets students and parents.

Instrument for the development of portfolio assessment based parents participation is a sheet of validation. Validation sheet is input from some expert input to obtain an assessment of their developed or not feasible. In the process of instruments implementation of portfolio assessment is two fold. a) the teacher activity sheets. Teacher activity sheets are used to know all activities of teacher in guiding students to complete the tasks or task and while in the process of the assessment itself. b) the student activity Sheets. Student activity sheets are used with the intent to know every student activity ranging from early learning, preparing tools and materials for a tasks, the implementation process until the final stages of the assessment. Instruments assessment quality developed are: a. the students fieldnote. It contains the statement that will be filled by students who have been determined. b. the parent fieldnote. it contains a statement describing how to guide and assess their children in completing the tasks. c. the teacher fieldnote. It is used to find out the quality of The activity of the students during the study will be analyzed using the following formula;

$$P = \frac{f}{N} \times 100 \% \quad \dots\dots\dots(1)$$

Description:

P = percentage frequency of occurrence appear
F = the number of student activity that appears
N = number of activities
(Indarti, 2008:26)

The results of the average student learning guidance obtained compared to the criteria range as follows:

≥ 80% = very high
60% - 79% = high
40% - 59% = moderate
20% - 39% = low
≤ 20% = very low
(Aqib etc, 2011:41)

Whereas to know the success rate of teacher, then it can be calculated using the following formula:

$$P = \frac{\sum x}{N} \times 100 \% \quad \dots\dots\dots(2)$$

Description:

P = percentage
Σ x = the number of activities the teacher appears.

practicality and efficiency in the use of portfolio assessment. It contains a statement which will be filled by giving checklist on columns that have been provided.

This research is to analyze data using the techniques of analysis, explanation and technical analysis with statistical formula. Data analysis activity is obtained by two observer, then, the data will be arranged and calculated by researcher. To find out the feasibility of portfolio assessments then use an indicator of eligibility.

Table 3.1 Score Validation Portfolio assessment

Value range validation	Conclusion	Description
1.00-1.50	Not good	Can not be used
1.60-2.50	Less good	Can be used but much needs fixing
2.60-3.50	Good	Can be used but little that should be revised
3.60-4.00	Very good	Can be used with with a little revision

Wirastiwi (in Ismanto, 2012:74)

N = total number of overall activity.

All stages of the learning activities the teacher obtained and compared with the criteria range as follows:

≥ 80% = very high
60%-79% = high
40%-59% = moderate
20%-39% = low
≤ 20% = very low
(Aqib etc, 2011:41)

To calculate the results of the now elderly is calculated using the following formula:

$$P = \frac{f}{N} \times 100 \% \quad \dots\dots\dots(3)$$

Description:

P = percentage
f = number of voters
N = number of parents overall
(Indarti, 2008:76)

Percentage of teacher towards learning response is defined as the frequency of teacher who gives answers statement yes divided by the number of the statement multiplied by one hundred percent, using the following formula:

$$P = \frac{f}{N} \times 100 \% \quad \dots\dots\dots(4)$$

Description:

P = percentage

f = the number of the selected pernyataan are very often

N = the number of overall statement

(Indarti, 2008:76)

The assessment criteria are as follows:

75% - 100% = very high

50% - 74.99% = high

25% - 49.99% = moderate

0% - 24.99% = low

(Yoni, 2010:175)

Percentage of student response against learning is defined as the frequency of students who gave the same answers divided by the number of students multiplied by one hundred percent, using the following formula:

$$P = \frac{f}{N} \times 100 \% \dots\dots\dots(5)$$

Description:

P = percentage

f = number of voters

N = number of students overall

(Indarti, 2008:76)

The assessment criteria are as follows:

75% - 100% = very high

50% - 74.99% = high

25% - 49.99% = moderate

0% - 24.99% = low

(Yoni, 2010:175)

Their research has indicator success that consists of; 1) portfolio assessment based parents participation deserve is used in the experts assessment reached 3.60-4.00. 2) teacher activity in teaching by using portfolio assessment based parents participation, achieving success is greater than or equal to 80%. 3) students activity in learning activities through portfolio assessment -based parents participation achieve success more than or equal to 80%. 4) student response is good and finishing when the student answers in column (Yes) reaches 80% of the value of the whole class, after following portfolio assessment -based parents participation. 5) teacher response is good teacher if the teacher's answer in a column (Yes) reached a value of 80% of the total number of available statements, after following portfolio assessment -based parents participation. 6) the parents response is good when the parents answer in the column (Yes) reached a value of 80% of the total number of parents, after following the portfolio assessment based parents participation.

RESULT AND DISCUSSION

Result

The results of this research will be described in several stages in accordance with the concept of the preparation of portfolio assessment. On the stage of the development of portfolio assessment, data will be processed after the obtained assessments from the experts. At the time of learning implementation will get assessment from the observer about how teacher and students activity. Next, to find out the effectiveness of the implementation of the assessment to the parents role then the data processed from the fieldnote.

Result data experts' validation pointed out that the assessment achieved in the development of the portfolio assessment gain score 3.65. In accordance with the results shows that portfolio assessment -based parents participation feasible is used with a little revision notes.

After validation results obtained by the experts, the researcher correct the errors in accordance with a given input. The assessment Implementation is made during the learning process and the project process at home that involves guidance and parents' assessment.

During the implementation of the learning in the classroom observer observe directly how teacher and assessment activities by using assessment portfolio. The percentage of teacher in the learning activity data using portfolio assessment can be seen in diagram 1:

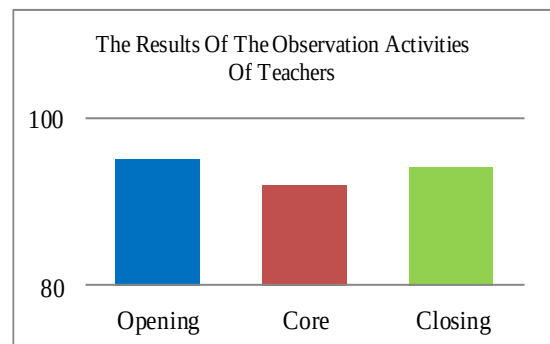


Figure 1: The Results Of The teacher Observation Activities

The table shows that, the teacher activity on the opening stage of obtaining percentage 95%. the core of learning activities to obtain the percentage 92%. Whereas, in the closing stages got percentage 94%. Based on these observations, learning activities during teacher learning activities make stated it is manifested by the value that the average activity start to finish in the high 90%. As defined by the researcher, the value obtained has achieved indicators.

The percentage of student activity data during the learning process and assessment can be seen in chart 2 below:

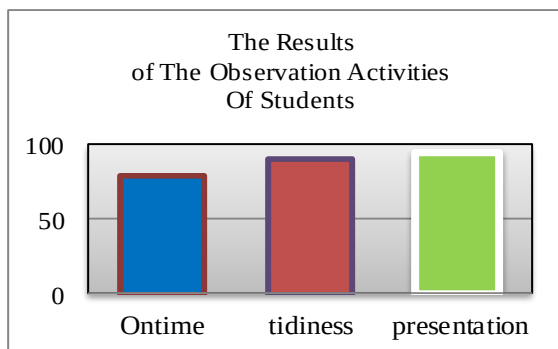


Figure 2: The Results of The students Observation Activities

Graph students activity on timeliness aspect in doing tasks got percentage 80%. On the results the neatness of tasks aspect students got percentage 91%. While the results presented on their tasks got percentage 95%. From each of these aspects has been determined based on a valuation, it showed that good value. The presentation is in compliance with all aspects of the indicators.

The result of the student response shows good. Students get excited about learning to follow especially with the portfolio assessment based parents participation. Students tasked more active and communicative with the guidance in the task that has been given by the teacher.

the teacher fieldnote showed that portfolio assessment -based parents was very good applied in learning. Teacher felt that learning needs good communication linkages. It necessary in providing guidance both teacher or students parents. While the students parent showed that good results as well. The parents were pleased with was involved in providing guidance and assessment of their children's task. The communication between children and parents more intensely than do not use assessment involving the parents.

Discussion

Data obtained during the study showed that the teacher activity acquire the value 95%; the core 92%; and the closing 94%. The results showed that almost the entirety of the activities conducted by the teacher can run well. At the opening stage the teacher has already managed to give perception and conditioning class. The teacher managed to bring students to participate and be active in learning; the students look enthusiastic and give their opinion when the teacher provides an opportunity.

In the core activity the teacher has already done the stages of learning by good result. The percentage of the results achieved already exceeded the standards set forth in each of the stages of its. Eventhough, there are some errors, but the teacher did not do much errors. The learning still run

well. Especially during supervision there may be a little bit of noise because of the many students who ask questions. But it can be easily conditioned by the teacher.

In the final stage, the closing showed that good results as well. The teachers together with students successfully perform the assessment objectively against a wide range of student tasks. In particular, determining the students' tasks was engaging the teacher in selecting them. Before the learning process was implemented researcher conducted good communication with teacher. The goal is the learning activities in accordance with what is expected and certainly got the maximum percentage. The percentage obtained in the core showed lower if compared to the other stages. From the observation that do indeed occur a little noise because many students who ask. It is due to incomplete explanations and students are too hastily in implementing the tasks given.

in student portfolio assessment is conducted by teacher and parents. Good judgment is indeed the assessment conducted during and after learning task directly. It is happened that the objectiveness in

the assessment unchanged. Because of the process is still new. Teacher and parents will be good communication with the success of the task achieved by their children.

The benefits of this research are; 1) students become more active task because tutored by teacher; 2) students become better have a sense of responsibility towards the results of the improvements, visible when the teacher gives direct corectly to the students 3) the learning process becomes more enjoyable with the task or project is done individually or in groups; 4) communication between teacher and students or between students and parents becoming more intense.

Portfolio assessment teacher planning is emphasized. Because in require sufficient time, the teacher should also consider whether the necessary materials is easy found by the students, what is the difficulty level can be carried out, and the other students as needed. It is caused that the assessment can be run either during the learning process or product results from students.

In the assessment process there are a number of constraints, including; 1) the time required to assess the students' task become a little longer if compared to the other types of assessment. Because in the portfolio assessment gives a description for each of the aspects of task 2) in storing the results of the students' tasks especially at the time of the exhibition takes place. 3) Assessment that has been conducted outside the school in particular parents is a bit confused because it must assess the tasks of the students. Although there is a shortage but can be overcome by either following the evaluation of researcher and teacher performed together.

From the results of the discussion that has been conducted indicates a very high results. The value obtained exceeds the pre determined indicators. It can be done well with the presence of the appropriate planning and execution procedures. Results of students activity percentage on the timeliness is 80%; tidiness is 91%; and presentation of 95%. The results obtained showed a very high student activity in learning. Students collect duties in accordance with the estimate has been given. In doing the task students classified, though there are some tasks which are still lacking. Presentation skills become the students are better, students are able to explain well the results are improved.

The students' activity in learning got very high predicate, the students are very enthusiastic to follow the learning process, the students are active in asking the question, creating groups, giving opinions etc. Assessment has been conducted by involving the students can help cultivate the attitude in giving objective assessment. In selecting a great tasks students can see what tasks is good and less good. The criteria are given in accordance with the explanation given by the teacher.

The assessment process is found the advantages, they are; 1) students are very active in doing their tasks; 2) students have a unique and creative way to complete their tasks; 3) students feel needed their participation, because the assessment process requires the students assessment especially in determining the best tasks; 4) students are eager in showing their tasks.

As long as the assessment activities are run some constraints in the students learning experience are: 1) when giving the instruction the students are noise to create their groups, 2) there are some students who are supposed in group but they would instead play alone, 3) there are some teacher more giving attention to the students who still don't understand, 4) occur a little hustle when determining the best student tasks.

These constraints are resolved by some solutions they are; 1) the teacher makes students silent with a simple game; 2) teacher gives special referrals for students who are still playing around; 3) teacher recite and explain the repeated task of students; 4) teacher points students one by one to give their opinion.

Through the Student portofolio assessment the students are very happy in doing their tasks on tasks. The students response showed that portofolio assessment is good apply in learning. Most of the tasks are tasking on tasks that shaped nature reserved. But in portofolio assessment the students feel in the learning activities can complete products or tasks that require directly on the field and in the community. The students feel interested to tasks directly in the community to

complete their tasks. both to look for the materials as well as completing their tasks.

In applying portofolio assessment, teacher must know what the students need. Teacher should plan paying attentionfully after looking at all the potential and shortcomings. Most importantly, the portofolio assessment should be able to improve the students skills or competencies without having to pay an expensive. All of that into consideration include the students needs, the development of the students level, the materials must be sought, as well as ease in doing.

The results of teacher response showed that portofolio assessment is excellent applied in learning. Portofolio assessment can improve skills and competencies of the students in completing the tasks. Teacher felt that portofolio assessment can improve communication between teacher, students and parents. By using feed backs of teacher, with the portofolio assessment –based parents participation will be able to ease the task of the teacher, because, the assessment tasks can be done together both the teacher and students parents.

While the parents response showed that the portofolio assessment-based parents participation is very suitable and well applied. Remember parents busy with the Affairs of their children's education. Parents feel aware of how good the quality of their children in doing the tasks or duties of the teacher. Parents became intense following the directives given teacher on how to provide guidance and judgment of their children.

The parents are very interested to this research portofolio assessment -based parents participation, their is evidenced by the existence of; 1) the parents always follow the advice is given by the teacher; 2) parents give judgement in accordance with the reference; 3) if the parents do not understand, parents ask the teacher; 4) parents provide information that has been made in completing a task; 5) parents participate and educate their children in order to complete the tasks well done. Finally, portofolios assessment can create a balanced the learning process both at school and at home, communication between parents and children are improved and the objective assessment can well done by the teacher.

CONCLUSION

Summery

Portofolio assessment based parents participation is valid applied in learning. Score obtained after the validation expert shows valid with little revision. Portofolio assessment can already be applied after revised appropriate input to the experts.

From the teacher and student activities during learning portofolio assessment - based nts pareparticipation show that it can be applied in learning. The teacher activity in the learning has already got the percentage indicator of research,

both from the opening stage, core and closing. The students activities for students are very active in doing the tasks or task. Students become appreciate the time, neat, and discipline.

in the implementation portofolio assessment - based parents participation in the affective learning. Teacher feels it helpful to the assessment process of the students' task. Communication between teacher and parents are improved. The parents feel good involved in the students' assessment. The parents are more active in paying attention to their children's learning ability.

Recommendations

From the research that has been conducted it can be concluded a few suggestions:

1. Before developing the assessment must be understood first concepts and theories. So in developing as expected. The development being done should get validity from the expert, the value obtained will determine whether quality assessment developed needs to be revised or not. The assessment of appropriate then it should be revised and developed according to the needs.
2. In applying the assessment in the classroom, teacher should be able to consider all the possibilities of that happening. The teacher saw the condition of the classroom, students' ability, availability of tools and materials and the time required to complete a tasks. Theirs done, because a proper and in-depth analysis can reduce the obstacles in the class. The teacher should make paying attentionful planning before it was implemented in the classroom.
3. To facilitate the process of assessment of teacher and parents need to communicate the rules. What are the obligations and rights that have to be done by teacher or parents? The way is do a discussion between parents of students together with teacher. It can be done at the beginning of the new school year. Because it is usually at the beginning of the new academic year teacher and parents perform periodic meetings to discuss the development of the result students learning.

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RIWAYAT PENULIS

Slamet Widodo, lahir di Nganjuk 17 Agustus 1991 berdomisili Nganjuk. Menyelesaikan pendidikan S1 PG ELEMENTARY SCHOOL Universitas Negeri Surabaya. Dalam hal prestasi, penulis pernah peringkat 1 atau lulusan terbaik di ELEMENTARY SCHOOL, Peringkat 1 paralel atau lulusan terbaik di MAN Nganjuk, sering juara tilawatil quran dalam MTQ tingkat fakultas berturut-turut sejak tahun 2010-2013 dan masih banyak lagi. Penulis sangat aktif mengikuti kegiatan organisasi, sering menjadi ketua kelas dari ELEMENTARY SCHOOL sampai di Perguruan Tinggi. Pernah menjadi anggota UKKI (unit kegiatan kerohanian islam) bidang TQQ (taklimul qiroatil quran). Menjadi anggota departemen kerohanian islam BEM J PGELEMENTARY SCHOOL Unesa, bahkan pernah menjabat sebagai Ketua Badan Eksekutif Mahasiswa (BEM) J PGELEMENTARY SCHOOL Unesa. Penulis sering mengikuti kegiatan karya ilmiah dan seminar nasional. Sekaligus pernah menjadi trainer untuk LKMM-TD (Latihan Keterampilan Manajemen Mahasiswa Tingkat Dasar). Saat ini penulis sedang menyelesaikan Program Pascasarjana Universitas Negeri Surabaya.