

INTERNATIONAL PROCEEDING



**PROCEEDING
INTERNATIONAL SEMINAR**

**“OPTIMIZING OF MULTIPLE INTELLIGENCES
TO EXAGGERATE HUMAN POTENTIAL TOWARDS
VIRTUOUS CHARACTER”**

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ON THE 1st SUMMIT MEETING ON EDUCATION, THE END OF THE YEAR 2013

**“OPTIMIZING OF MULTIPLE INTELLIGENCES TO EXAGGERATE
HUMAN POTENTIAL TOWARDS VIRTUOUS CHARACTER”**

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KATA PENGANTAR

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Kegiatan ini terselenggara atas dasar perlunya perubahan demi perubahan, inovasi-inovasi pembelajaran senantiasa menjadi perhatian kalian akademik dan praktisi pendidikan.

Dalam hal ini prodi PGMI akan berusaha semaksimal mungkin untuk senantiasa mengembangkan kegiatan yang mendukung peningkatan mutu tersebut, baik untuk dosen, mahasiswa, bahkan bagi alumni dari PGMI itu sendiri, serta masyarakat luas pada umumnya sebagai pengguna dari alumni PGMI Fakultas Ilmu Tarbiyah dan Keguruan UIN Sunan Kalijaga. Peningkatan mutu tersebut di antaranya dilakukan dalam bentuk pelaksanaan 'seminar internasional'. Seminar internasional akan menetapkan tema "*Summit Meeting on Education The End of The Year 2013*" dan Penandatanganan MOU dengan University Kebangsaan Malaysia (UKM).

Adapun kegiatan yang diselenggarakan meliputi kegiatan Seminar Internasional dengan tema Optimalisasi kecerdasan majemuk untuk melejitkan potensi menuju manusia berbudi pekerti. Dilanjutkan Fashion show Tarbiyah *Fashion Week 2015* yang bertajuk "Islami, Trendy and Syar'i". Kegiatan berikutnya adalah Seminar Nasional dengan tema Kurikulum 2013 "Realisasi dan Refleksi Kurikulum 2013". Berikutnya Seminar Peringatan hari Ibu dengan "Peran keluarga dalam pendidikan anak (Kolaborasi catur pusat pendidikan)". Dilanjutkan dengan acara Bedah buku yang bertema "Merajut pendidikan di kota Yogyakarta" karya: Bp. Zainal Abidin, M.Pd. Selanjutnya Seminar Edupreneurship dengan tema "Membangun kreatifitas melalui edupreneurship"

Adapun narasumber dari kegiatan ini dari berbagai negara, yaitu: dari negara Malaysia, Australia, Brunei Darussalam, dan Indonesia. Adapun nama-nama narasumber sebagai berikut: Prof. Dr. Lilia Halim (University Kebangsaan Malaysia), Bapak Setiyo Iswoyo, Drs. HD. Iriyanto, M.M., Dr. Slamet Suyanto (Dosen Pendidikan Biologi, UNY), Hj. Dyah Suminar (SE istri mantan walikota Yogyakarta), Prof. Dr. Taufik Ahmad Dardiri, SU (Dosen Fakultas Adab dan Ilmu Budaya, UIN Sunan Kalijaga), M Arief Budiman, S.Sn., Managing Director PT. Petakumpet Yogyakarta. Adapun peserta dari kegiatan ini dari berbagai negara yaitu Turki, Rusia, Thailand, Malaysia.

Dalam hal ini dosen atau pendidik pada umumnya adalah perintis pembangunan di segala bidang kehidupan dalam masyarakat. Seorang dosen atau pendidik yang benar-benar sadar akan tugas dan tanggung jawabnya, tentulah akan selalu mawas diri, mengadakan introspeksi, berusaha selalu ingin berkembang maju, agar bisa menunaikan tugasnya lebih baik, dengan selalu menambah pengetahuan, memperkaya pengalaman, menambah kualitas dirinya melalui membaca buku-buku perpustakaan, mengikuti seminar loka-karya, kursus-kursus penataran, dan sebagainya agar selalu bisa mengikuti gejolak perubahan sosiokultural dalam masyarakat serta kemajuan ilmu dan teknologi modern dewasa ini. Melalui kegiatan *international Summi Meetng* ini diharapkan dosen, guru, dan mahasiswa menjadi lebih profesional, khususnya terkait dengan kompetensi profesional.

Pekerjaan mengajar memang tidak selalu harus diartikan sebagai kegiatan menyajikan materi pelajaran. Meskipun penyajian materi pelajaran memang merupakan bagian dari kegiatan pembelajaran, tetapi bukanlah satu-satunya. Masih banyak cara lain yang dapat dilakukan guru untuk membuat siswa belajar. Peran yang seharusnya dilakukan guru adalah mengusahakan agar setiap siswa dapat berinteraksi secara aktif dengan berbagai sumber belajar yang ada. Guru pun sangat erat kaitannya dengan pendidikan karakter.

Pendidikan karakter yang semakin hangat sering menimbulkan kekhawatiran para guru. Namun sebenarnya hal itu tidak perlu khawatir, masih banyak tugas guru yang lain seperti: memberikan perhatian dan bimbingan secara individual kepada siswa yang selama ini kurang mendapat perhatian. Kondisi ini akan terus terjadi selama guru menganggap dirinya merupakan sumber belajar satu-satunya bagi siswa. Jika guru memanfaatkan berbagai strategi pembelajaran secara baik, guru dapat berbagi peran dengan strategi. Peran guru akan lebih mengarah sebagai manajer pembelajaran dan bertanggung jawab menciptakan kondisi sedemikian rupa agar siswa dapat belajar. Untuk itu guru lebih berfungsi sebagai penasihat, pembimbing, motivator dan fasilitator dalam Kegiatan Belajar Mengajar.

Upaya Pemerintah terhadap tenaga guru sebenarnya telah dilakukan oleh Pemerintah Republik Indonesia, melalui berbagai bentuk kebijakan. Ditetapkannya Undang Undang nomor 14 tahun 2005 tentang guru dan dosen merupakan dasar kebijakan untuk memperkuat eksistensi tenaga kependidikan sebagai tenaga profesional, seperti profesi-profesi yang lainnya. Kualitas profesi tenaga guru selalu diupayakan, baik melalui ketentuan kualifikasi pendidikannya maupun kegiatan in-service training, dengan berbagai bentuknya, seperti: pendidikan dan latihan (diklat), penataran dan pelibatan dalam berbagai seminar untuk memperbarui wawasannya dalam kompetensi pedagogi dan akademik.

Pemerintah mulai menyadari betapa strategisnya peran tenaga guru dalam mengantarkan generasi muda untuk menjadi sumber daya manusia (SDM) yang berkualitas dan kompetitif sehingga mampu mewujudkan suatu kesejahteraan bersama. Sejarah peradaban dan kemajuan bangsa-bangsa di dunia membelajarkan pada kita bahwa bukan sumber daya alam (SDA) melimpah yang dominan mengantarkan bangsa tersebut menuju pada kemakmuran, tetapi ketangguhan daya saing dan keunggulan ilmu pengetahuan dan penguasaan teknologi (ipteks) bangsa tersebutlah yang berperan untuk meraup kesejahteraan. Bahkan SDM yang menguasai ipteks cenderung memanfaatkan teknologinya untuk menguasai SDA bangsa lain. Dalam hal ini pemerintah ingin mengejar ketertinggalan dengan menyempurnakan kurikulum KTSP menjadi Kurikulum 2013.

Kurikulum 2013 yang telah diimplementasikan pada tahun ajaran 2013/2014 menimbulkan pro dan kontra atas kurikulum tersebut masih terus terdengar. Banyak pihak yang mempertanyakan kesiapan implementasinya, pengembangan bahan ajarnya, evaluasinya, dan proses pembelajarannya di kelas. Perwakilan guru di Kota Kupang menilai implementasi kurikulum pendidikan 2013 akan menjadikan guru-guru seperti robot. Alasannya, semua Rencana Pelaksanaan Pembelajaran (RPP) dan Silabus disusun oleh pemerintah pusat. Sedangkan guru hanya siap untuk mengajar dengan RPP yang ada. Pada tahun ajaran 2013/2014, kurikulum baru akan diberlakukan untuk siswa kelas 1 dan 4, sedang siswa kelas 2,3,5, dan 6 masih menggunakan kurikulum lama. Beberapa pendapat pro dan kontra masih terus berlanjut, tapi mau tak mau kurikulum baru akan segera diimplementasikan secara bertahap. Seminar ini memperbincangkan masalah tersebut dari sisi pembuat kebijakan, ahli kurikulum, dan praktisi pendidikan/pengajaran.

Demikian yang dapat kami sampaikan terkait dengan esensi dari penyelenggaraan kegiatan “*Summit Meeting on Education The End of The Year 2013*”. Kami mengucapkan terima kasih banyak atas partisipasi dan dukungan dari berbagai pihak yang tidak dapat kami sebutkan satu per satu. Tanpa bantuan dan partisipasi rekan-rekan semua kegiatan ini tidak dapat terlaksana dengan baik. Semoga kegiatan ini dapat menambah kontribusi pada khasanah keilmuan khususnya pada Pendidikan Dasar dan memberi manfaat kepada para peserta dan pembaca. Amiin

Yogyakarta, 19 Desember 2013

Ketua Panitia

Dr. Aninditya Sri Nugraheni, M.Pd.



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IMPLEMENTATION OF PORTFOLIO ASSESSMENT MODEL ON THE CHARACTER OF RESPONSIBILITY AND INDEPENDENT LEARNING

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ABSTRACT

Assessment is the most important parts, which can be used to know how the students are mastered and comprehended to the subject. This paper is aiming at using portfolio strategy to see student's ability academically, i.e. knowledge of the concept as well as personality performance in a form of responsibility and independent learning.

This study involved 52 students of Chemistry Education Department of Science and Technology Faculty of State Islamic University *Sunan Kalijaga* Yogyakarta who joined in Evaluation and Chemistry Learning Process subject for the year of 2012/2013. Data of this study were drawn by the analysis of portfolio assessment checklist, scale of responsibility and independent learning of students. The results showed that the students' responsibility and independent learning are high, which has score 36.29 and 34.69 respectively. It shows that student's responsibility and independent learning could be implemented by portfolio assessment model. Portfolio assessment demands student to show their good performance and document them in a folder. By having the character of responsibility and independent learning, students will be more concern about understanding the material. It is shown on the result of concept mastering by students which average score is 89/100.

INTRODUCTION

A. Background

Evaluation is one of the most important parts of learning system. Evaluation could be said as a procedure for a teacher to see how far the students have mastered the concept they learned, at the same time to assess the effectiveness of learning method used by the teacher. There are various evaluation teachers can do based on things to be assessed and instruments which are appropriate for the assessment.

Getting through an observation at some *madrasah* in Yogyakarta (October 2013), it is found that there are still a lot of teachers who use traditional instruments, which are paper and pencil test. Paper and pencil test have many weaknesses because they cannot truly reveal student's abilities entirely. To be able to reveal the true ability of students, the teachers were introduced to authentic assessment. The assessment is also known as alternative assessment,

where it includes alternatives of forms, types and techniques of assessment. With that said, to reveal student's ability entirely, the assessment was done in various kinds of claims for different assignments given each week. Some of the claims were: 1) Individual assignment, 2) group assignment, 3) home works, 4) mid-semester and final test, 5) quiz, and 6) portfolio.

Through authentic assessment, teachers may assess their students based on real evidences, whether it is their work or presentation. There are 4 main strategies in authentic assessment, namely performance, process, product, and portfolio (Puckett and Black, 1994). Thus, portfolio is one of the strategies in authentic assessment. Performance strategy is a way to assess student by their ability to do something, such as presenting, having practical course, or using models. Process strategy assesses the students during learning process, for example their diligence, how they actively asking questions, their discipline, enthusiasm, curiosity, responsibility and independency in learning. Product strategy is student's assessment through products of learning, such as test result on understanding the concepts as well as other products like practicum report, discussion report or concept mapping. Portfolio strategy uses portfolio to assess student, especially taken from their work or selected presentation which describe their ability. Some of those assignments can be compiled in a form of a portfolio for assessment.

This research focuses on the use of portfolio strategy to see student's ability academically, i.e. knowledge of the concept as well as personality performance in a form of responsibility and independent learning. Responsibility and independent learning should be accustomed because the subject of this research is those pre-service teachers who have to engraft those values to their inner selves.

METHOD AND DISCUSSION

A. Research methods and procedures

This research used a mix method, which was qualitative and quantitative method, involving 52 students of Chemistry Education Dept, FST UIN Sunan Kalijaga Yogyakarta who took subject of Evaluation and Chemistry Learning Process for the year of 2012/2013. Data of this research was revealed by portfolio check list collected by the students at the end of semester, with scales of responsibility and independent learning through portfolio assessment. The instruments of this research are: portfolio assessment checklist, scale of responsibility and independent learning of students due portfolio assessment model are:

1. Portfolio Checklist

The checklist contained a list of completeness of portfolio, including the completeness of assignment on sub materials:

- a. Competence and taxonomy of learning purpose
- b. Test assessment technique
- c. Specification table and its meaning for the assessment
- d. Non-test assessment technique
- e. Rubric
- f. Alternative/authentic assessment
- g. Validity and Reliability of instruments (test and non-test)
- h. Analysis of test items
- i. Approach to the assessment

- j. Technique of organization of examinations, report and the use of test result
2. Specification table of student's perception of portfolio assessment model, responsibility scale and independent learning scale are presented below on Table 1.

Table 1. Specification table of student's perception of portfolio assessment model, responsibility scale and independent learning scale

Components	Subcomponents	Indicators	Question number
Student's perception of portfolio assessment model		Delivery of lecturing purpose	1
		Learning resource inventory	2
		Self assessment	3, 4
		Usability	5
Amount of statements			5
Responsibility	Obligated to fulfill their duty	Collecting portfolio assignment right on schedule as determined	8
		Working on the portfolio assignment at the class	9
		Complaining when they were given portfolio assignments	10
		Doing portfolio assignment carefully	11
		Doing the portfolio assignment by themselves each week	6
		Completing portfolio assignment before the mid test	13
		Completing portfolio assignment before the final test	14
		Working on assignment at the last minute	12
	To run the risk of what they have done	Not getting good grade when the portfolio is not completed	15
		Not to leave the class without permission	16

Amount of statements			10
Independent learning	Ability to do assignments by themselves	Try to complete the portfolio documents by themselves	7, 17
		Highlighting parts of document to be noted	18
	To be independent	Having discussions of portfolio with friends	19
		Re-read notes at home	20
		Reading tomorrow's material	21
		Copying a friend's work	22, 24, 25
		Seeking source for assignment by themselves	23
Amount of statements			10

Data of students' portfolio was being analyzed in a descriptive way. Meanwhile data of responsibility and independent learning scale was being analyzed in a descriptive-qualitative way. The data that was scores at first was then transformed into qualitative data (interval data) with five scales. Based on Sukardjo (2008:100), to change score into five-scaled data is written below:

Table 2. Conversion of Actual Score to Five-scale Value

1.	$X > \bar{x} + 1,80 S_{Bi}$	Very High
2.	$\bar{x} + 0,60 S_{Bi} < X \leq \bar{x} + 1,80 S_{Bi}$	High
3.	$\bar{x} - 0,60 S_{Bi} < X \leq \bar{x} + 0,60 S_{Bi}$	So-so
4.	$\bar{x} - 1,80 S_{Bi} < X \leq \bar{x} - 0,60 S_{Bi}$	Low
5.	$X \leq \bar{x} - 1,80 S_{Bi}$	Very low

Where

X = Actual score

\bar{x} = mean of ideal score = $(1/2)$ (Ideal maximum score + ideal minimum score)

S_{Bi} = standard deviation of ideal score = $(1/2)$ $(1/3)$ (ideal maximum score - ideal minimum score)

Ideal maximum score = Σ criteria items \times maximum score

Ideal minimum score = Σ criteria items \times minimum score

B. Discussion

1. Result of students' portfolio completeness

Portfolio is a folder or document containing sample of student's work which student might thought it as: 1) very meaningful, 2) their best work, 3) their favorite work, 4) was very hard but they did it in the end, and 5) was very touching and holding memories (Puckett and Black, 1994; Marsh, 1996). With that said portfolio is not just a collection of student's work, it is more an organization of student's work which portray the competence of student as a result of learning.

Portfolio assessment is based in two things:

a. Completeness of the contents of portfolio

Contents of the portfolio should describe student's ability in certain subject. Contents of portfolio were evolving and revised periodically along learning activity in a semester. The student was guided to plan, arrange, evaluate and revise their portfolio. In the end, the portfolio was assessed through a check form.

Below is the percentage of portfolio completeness collected by the students.

■ 80% complete ■ 90% complete ■ 100% complete



Figure 1. Percentage of portfolio completeness collected by students

b. Student's ability to present the contents of their portfolio, done through an interview with student by the lecturer and self assessment (self reflection form). Portfolio check form was completed by self reflection form to reveal sub materials that had or had not been mastered by the student. The result showed that sub materials which had been mastered by students are:

- 1) Competence and Taxonomy of Purpose of Learning
- 2) Test Assessment Technique
- 3) Specification Table and Its Meaning for the Assessment
- 4) Alternative/Authentic Assessment
- 5) Analysis of Test Items
- 6) Approach to the Assessment
- 7) Technique of Organization of Examinations, Reports, and the Use of Test Results

Meanwhile, materials that students had not been mastered are:

- 1) Non-test Assessment Technique
- 2) Rubric
- 3) Validity and Reliability of Instruments (Test and Non-test)

Parts student had not mastered were then discussed briefly at the class. Students who had mastered the part were asked to help explaining to those who had not.

2. Analysis of responsibility and independent learning

Scale of responsibility and independent learning were giving after the lecture of process evaluation and chemistry learning was over. The subject was obligatory which discuss about basic technique and theory of evaluation, assessment and measurement. The subject becomes important because assessment is one of the competencies to be mastered by future teachers.

Each of lists of questions on responsibility and independent learning has 10 items of questions according to specification table above. Before the scale was given, it was validated first by peer lecturer. The result then was being analyzed due to Table 2 and came with Table 3 below:

Table 3. Conversion of Actual Score into Five-Scaled Value for Responsibility and Independent learning Character

No	Interval (i)	Category
1.	$X > 42$	Very high
2.	$34 < X \leq 42$	High
3.	$26 < X \leq 34$	So-so
4.	$18 < X \leq 26$	Low
5.	$X \leq 18$	Very low

Scaling score of responsibility and independent learning are 36.29 and 34.69 respectively. According to Table 3, responsibility and independent learning of student are high. It shows that student's responsibility and independent learning could be implemented by portfolio assessment model. Portfolio assessment demands student to show their good performance and document them in a folder. By having the character of responsibility and independent learning, students will be more concern about understanding the material. It is shown on the result of concept mastering by students which average score is 89/100.

C. CONCLUSION

According to discussion and the result, it can be concluded that students are able to present good performance at the subject of evaluation and chemistry learning process through portfolio assessment model. Besides, this kind of assessment model can engraft the character of responsibility and independent learning to students as future teachers.

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