

## Analysis of Portfolio-Based Learning Models at Madrasah Ibtidaiyah Ar Ridho - Bogor

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### Abstract:

Portfolio learning that has been implemented to date in schools requires innovative models to be found to suit developments in society, technology and students. For this reason, it is necessary to carry out an analysis of portfolio-based learning which is intended to enrich the learning model that has been implemented in schools in Indonesia. This learning model will make students able to think critically and communicatively, and be competent. Portfolio learning is learning that suits students' abilities from their visual, auditory and kinesthetic aspects or what is known as Multiple Intelligence. The aim of this portfolio-based learning analysis research is management that will be more relevant in the future, especially with the Independent Curriculum, the objectives are 1. Identify Portfolio-based learning Analysis Models that are relevant to the Independent Curriculum; 2. Analyzing the Development Model of Portfolio-based learning analysis that is effective and efficient for Madrasah Ibtidaiyah; 3. Develop learning analysis that is in accordance with the Independent Curriculum at Madrasah Ibtidaiyah. This study uses a qualitative method. Data collection uses a triangulation model of data collection which shows the importance of the depth and detail of the data studied using the question and answer/interview method, documentation and observation of students, parents, teachers and stakeholders at Madrasah Ibtidaiyah Ar Ridho-Depok.

**Keywords:** Learning Model, Madrasah Ibtidaiyah, Multiple Intelligences, Portfolio Based

### Introduction

The term portfolio was first used by photographers and artists. They will show prospective customers the results of their work by showing a collection of their photographic work. In general, a portfolio is a collection of documents in the form of objects used by people, society, organizations, authorities and others whose aim is to document the development of a process. Learning analysis is an activity in the form of a collaborative management process of a group of people who join a learning organization to achieve goals, so that they are effective and efficient. Several sub-components of learning analysis include: Plan; Education system based on education level; organization; management; finance; Teacher; and Evaluation System. Not all of these sub-components will be examined, only the portfolio-based management component. This is because the analysis of learning in a school only uses cognitive aspects, so this research will support various aspects, namely affective and psychomotor, for example: Music appreciation; linguistic audio; dexterity; physical art; conceptual imagination; logic; observation; planning; observation and relationships/networks. Students' psychomotor abilities, for example the aspect of music appreciation, is the ability to understand and appreciate instruments, sounds and music which shows how great their abilities are in this matter. Logical ability is the ability to analyze, calculate and rationalize logically, this ability is a cognitive aspect, while affective ability is the ability to observe, differentiate, understand and analyze in accordance with the good character values instilled by the teacher and the environment. According to several experts who say that a portfolio is an object/tool used in collecting authentic data in various ways

and there are also those who argue that it is a method/technique for different ways of collecting data on a student that is collected and will have an impact on the learning model that is used. suitable for these students.

The scope of Learning Analysis can be divided into 4 points of view, namely (1) work area, namely the area of educational analysis based on primary or secondary education level; (2) the object of work, which is the aspect that will be managed, for example: work on the school's organization, management and finances and others. (3) the function/sequence of activities is an important aspect in the analysis, because a poor or inconsistent sequence will result in a wrong analysis and will not show the school's capabilities at all; and (4) Implementation which is implementation in each school in terms of carrying out good analysis. From the scope of existing learning analysis so far it can be said that the treatment of it is only administrative in nature and does not show the importance of analysis to improve the quality of learning from various aspects of students' abilities which include cognitive, affective and psychomotor. Some of the most important functions of analysis are (1) good and perfectly structured planning will enable the school to have the ability to evaluate things that need to be improved in the school. So far, planning has only been monotonous in accordance with existing cognitive data without looking at and paying attention to students' affective and psychomotor abilities. As a result, students are only considered successful if their cognitive abilities are high and they make the school proud, while their affective and psychomotor skills are not evaluated and are not monitored with appropriate data collection tools. (2) organizing is also defined as a process that begins with a thorough plan and clarifies the tasks assigned to teachers and students, as well as good working relationships between teachers and administrative staff as well as parents and students. With good organization, the desired results (goals) will be achieved. In organizing, the most prominent thing is the process of aligning data, facts and capabilities in the field, coordinating well so that it will make it easier to control and organize them logically and orderly. The organization of schools in implementing the independent curriculum is strongly supported by the ability of the principal and his staff to carry out good educational analysis, because the independent curriculum has various things that are different from the previous curriculum, one of which is that every school must have an Educational Unit Operational Curriculum (KOSP) document that has been prepared. by the school as an effort to help the continuity of the learning process in the school. KOSP has complete principles, so that it describes the school's potential capabilities as a whole and is a reflection of all citizens.

### **Research Method**

The approach used in this study is a qualitative approach. According to Sugiyono (2017), qualitative research is used to investigate, discover, describe and explain the qualities/specialties of social conditions that cannot be assessed in the form of quantitative data. Apart from that, qualitative research is more effective in order to: (1) explore in-depth information so that the data collected is not only the result of questionnaires or research tools that have been prepared, but also many other things that are obtained related to the purpose of the research carried out, in the end the results will be better. expansive and deep; (2) look for the meaning of the data that has been collected so that it will not be biased towards the meaning of the findings, clarifying the meaning that arises will clarify the data that has been collected and measured accurately in accordance with the coding that has been carried out; (3) deeper motivation/exploration, not only related to primary data needed in research, but also secondary data that supports better and more perfect research; (4) new findings are things that are needed in research so that it can be seen that the research carried out is beneficial for all environments, both in schools and non-schools who feel interested

in the results of the research and (5) action insights and explanations, namely real actions that must be done in order to follow up on the results of the research. In this way, the research will be beneficial, the book will only be for the school being researched, but also for other schools or madrasas. They will flock to try portfolio-based educational analysis that is tailored to the wishes and abilities of teachers and students in their respective schools. Qualitative research does not focus too much on numbers or values in measuring variables. The aim of qualitative research is to explain phenomena in as much depth as possible by collecting data in as much depth as possible, which shows the importance of depth and detail in the data being studied. Some points of qualitative research are: Qualitative research does not focus too much on numbers or values in measuring variables. Qualitative research does not carry out tests using statistical methods. Elaborative in nature, researchers are allowed to dig deeper into information about the research object without relying on numerical measurements.

The research location was at Madrasah Ibtidaiyah Ar Ridho - Bogor with a total of 400 students from grades I – VI. This research focused on 153 students in grade IV of elementary school only. The location is beautiful, surrounded by lush trees and is the fourth school owned by the owner of the foundation. while the other three locations are in Bandung and Sukabumi. Madrasah Ibtidaiyah Ar Ridho was chosen as the research location because it has fairly accurate data relating to students' abilities in three aspects, namely cognitive, affective and psychomotor. Madrasas have collaborated with the private sector to follow the instructions for the tools used so that these three capabilities are known together

**Research Time** The research time was carried out for 5 (five) months with the following details: 1) Research Preparation, September 2023: Preparation of Research Design consisting of preparation of research instruments; determining research locations; processing research permits; multiplication and other preparations. 2) Implementation, October and November 2023: Observations, interviews and Focus Group Discussions (school principals, teachers, parents and community leaders) as well as documentation studies; 3) Data Processing, December: 2023: Data processing in the form of data description and data analysis; 4) Preparation of the research report for January 2024 in the form of: preparation of a draft report, revision of the draft report, finalization of the final research report, publication in the form of binding and copying of the final report, as well as sending the final report and publication in a journal.

The research subjects were school administrators, supervisors, principals, teachers, students, parents of students and informants who could provide the required information. Apart from that, it also involves the community around the madrasah. Research subjects are sources that can provide information, selected purposively and the implementation is adjusted to the stated objectives. Real research subjects are people who really have connections and expertise in this research. in reality as follows: (1) the primary informant, namely a) the principal of the Ar Ridho-Bogor madrasah ibtidaiyah who will be used as the subject, making it easier to extract information from research data, b) the deputy principal who is responsible for setting the curriculum and implementing the curriculum carried out in school, , c) Class teachers who deal directly with students so that those who know the cognitive, affective and psychomotor abilities required in this research will be more accurate, d) Students who will be asked for real cognitive, affective and psychomotor data obtained from their daily lives in school and e) school committee and f) homeroom teacher. (2) A key informant is someone who completely and deeply knows the information that will be the object of research.

Data and data sources are divided into two, namely primary data and secondary data. Primary data is data obtained from sources directly, observed and recorded directly, such as

interviews, observations, questionnaires with school principals, class teachers and parents of students. Meanwhile, secondary data is data obtained from existing data and has a strong relationship with the problem being studied. This data was obtained from various supporting sources, including data held by schools, books, the internet, journals and others (this data is useful to complement primary data).

Data collection techniques and instruments: the data collection process was carried out by researchers through four data collection techniques, namely: observation, interviews, and FGD, documentation study and literature study. It is hoped that these four techniques can complement each other in obtaining the required data.

The data analysis technique used is that data obtained and collected from respondents through interviews, observations and documentation studies in the field will be analyzed by grouping the data based on variables and type of respondent. Next, the data will be coded and tabulated based on the variables of all the respondents.

Several experts put forward several qualitative data analyzes as follows: (1) data analysis techniques according to the Miles and Huberman model which consists of three stages, namely (a) data reduction; (b) data presentation; (c) drawing conclusions; (2) the Spradley model data analysis technique which has 4 stages, namely domain analysis, taxonomic analysis, compensation analysis and cultural theme analysis.

Based on the two expert opinions above, in this research the steps used are the Miles and Huberman model data analysis techniques, namely:

- Data reduction means simplifying data so that it suits needs and makes information easy to obtain.

- Data display means that the presentation of data will be in the form of graphs, charts, pictograms and others so that the data is no longer raw data but presents information.

Drawing conclusions is the process of drawing conclusions that will be carried out if all the varied data is simplified, arranged and displayed in certain media so that it is easy to understand by all readers or other researchers who need it.

## Results and Discussion

The results of the discussion from this research show that the portfolio learning developed at the Ar Ridho Private Madrasah Ibtidaiyah is as follows:

1. Cognitive Learning developed at the school which refers to the results of tests that have been carried out shows that there are around 32 (thirty two) students who have a tendency to like cognitive learning, because they have visual-spatial intelligence, namely the ability to understand images and shapes. People who have this intelligence tend to think in pictures and are very good at learning through silent presentations such as films, pictures, videos and demonstrations that use visual aids. They also really enjoy drawing, painting, carving, and usually express themselves through artistic activities. They are excellent for reading maps, diagrams and completing jigsaw puzzles. Visual intelligence also includes spatial intelligence because it includes the ability to draw the shape and space of an object. The ability to think about shapes allows a person to know where he is and the ability to photograph the world.
2. Affective learning developed at the Ar Ridho Private Madrasah Ibtidaiyah which refers to the results of tests carried out on students in class VI elementary school, has shown that 80 (eighty) students like affective learning because they have musical rhythmic intelligence. Musical intelligence is the capacity to think about music, such as being able to hear, recognize, remember and even manipulate musical patterns. People who have musical intelligence are considered to have a

strong appreciation of music, easily remember songs and melodies, have an understanding of timbre and composition, can distinguish the differences between tone patterns and are generally immersed in music. The ability to play an instrument comes naturally to people who have musical intelligence. Musical intelligence also includes the ability to perceive, understand, create and sing various forms of songs.

3. Psychomotor learning developed at the Ar Ridho Private Madrasah Ibtidaiyah which refers to the results of tests that have been carried out on students in class VI elementary school, has shown that 41 (forty one) students like psychomotor learning because they have intelligence and abilities relating to a series of reasons, recognizing patterns and rules. This intelligence refers to the ability to explore patterns, categories and relationships by manipulating objects or symbols to carry out experiments in a controlled and orderly way. This intelligence is able to use the whole body to express ideas, feelings and use the hands to produce or transform something. People who have advantages in this intelligence tend to have strong feelings and deep awareness of physical movements. They are also able to do a task well after seeing other people do it first, then imitating and following their actions

### Conclusion

Based on the problem formulation previously determined in this research, the conclusions in this research are answered as follows:

1. A total of 32 respondents answered that they had a cognitive learning tendency.
2. A total of 80 respondents answered that they had a learning tendency that tended to be affective.
3. A total of 41 respondents answered that they had a learning tendency that tended to be psychomotor

So it can be concluded that the majority of students from the Ar Ridho private madrasah ibtidaiyah tend to like affective learning which has the ability to read social signs and signals, verbal and non-verbal communication, and is able to adjust communication styles appropriately.

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