

**The meaningfulness of learning in social studies at elementary student through the
implementation of portfolio assessment
Studies in Public Elementary School Cilandak I South of Jakarta (2010).**

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ABSTRACT

This research was focused on applying a portfolio assessment to improve meaningful learning in social studies instruction. A subject of 34 student of one class of five grade in Cilandak I public elementary school of South Jakarta was taken for a purposive sampling. The method research was classroom action research to improve meaningful learning. This classroom action research was conducted through procedures of the rules and characteristics, including five steps in one cycles; 1 teacher as collaborators had been involved in the study since pre observation, planning, action and reflection of ideas and concept. The research found out that a portfolio assessment application in social studies learning can be meaningful and be improved at three levels with a cumulative average of 5 on twelve competencies. Three dimensions i.e, firstly, skill investigation, secondly, knowledge and understanding; comprehension, connection, application, logical thinking and language. Thirdly, attitude; scientific attitudes, and self reflection.

Key word: portfolio assessment, social study instruction, meaningful learning

A. Introduction

Elementary school social studies lessons based on the principles of the social studies curriculum standards for social studies that learning goal-oriented behavior change in students, namely: (a) social studies learning must be meaningful, (b) the learning of social studies must be integrated (c) teaching social studies linked with the fundamental values (d) learning social studies should provide a challenge and (e) Social studies learning must be active.

In teaching social studies teachers need to emphasize the dimension of the process and product, because the dimensions of the process can help the development of students as a whole because it involves students' physical and psychological, that eventually a teacher will be able to understand the behavior of their students. By understanding your child's behavior in depth will be very helpful in applying the materials and methods which can make it easier to guide and teach the material to their students.

Thus learning is expected to achieve a meaningful learning. Meaningful learning by Ausube l is a way of how students can relate the information on their cognitive structure. Thus meaningful learning if the learning process involves all aspects of social studies students have; physical, social, cognitive and emotional to obtain information.

Along with learning the characteristics of social studies, assessment of learning should be based on process and outcome, namely the assessment of students 'ability to investigate through the process of observation, recording, interpretation and inference and evaluation of outcomes or students' work within the given tasks. In addition to considering the balance of the aspects to be assessed, the assessment should also be sustainable, can provide meaningful information (feedback) to improve learning outcomes and the revised method of assessment of teachers. To assess students 'skills as above, it is not enough just to use the assessment tools are more varied form of the test, is authentic assessment and can assess students' progress in various aspects through data collection and reflection on the results assessed by the portfolio.

But the empirical reality show yet adopted the concept of learning by doing, discovery learning and meaningful learning is actually learning more dominated by teachers, students active learning opportunities are very limited, the assessment is too emphasizes cognitive aspects of using objective assessment tools test only at the end of the lesson.

Based on the above background, the research focuses on the implementation of portfolio assessment to enhance meaningful learning in social studies lessons elementary school third grade school year 2009/2010.

B. Focus of research:

The focus of this research is the application of portfolio assessment to enhance meaningful learning in social studies lessons grade 5 elementary school 1st semester of academic year 2009/2010.

C. Formulation of the problem:

What is the significance of Social Learning can be enhanced through portfolio assessment in elementary school fifth grade?

C. Theoretical Review

Learning social studies class V primary school age children

Social study is an integrated study of social sciences and humanities to enhance the ability of citizens (Schneider 1994:3), while John Michaelis (1980: 3) argued that social studies content and teaching methods should be taken from the social sciences so that students will know the concept is in accordance with IPS issues. Material IPS basically born out of human life they experienced. Human life proceeded in line with the development of science and technology.

IPS introduced to the students as social beings who cultured in turn always make interaction between each other and environment. According Suradisastro (1992: 54) the purpose of social science is the effort to prepare students to become good citizens, while according to Michaelis, (1980:7), the IPS aims to develop knowledge, skills and attitudes or values.

IPS learning principles according to Schneider (1994:24) must consider the learning that: 1) meaningless 2) integrated 3) based on value, 4) challenge and 5) active.

Santrock (1997:20) class III elementary age children in the age range 8-9 years are the period of development called the middle and late Childhood, also called the year of primary school age.

Children of primary school age is the most sensitive and most ready to learn, readiness is characterized by a desire to create a lot of things, hungry for knowledge of all things want to experience.

Meaningful learning

Meaningful learning is not only relevant knowledge that students gained from its object being studied but also the acquisition of the meaning of the learning process does involve mental, intellectual, emotional and social, etc.? When it was done then the student will obtain information, concepts that are meaningful to their lives, because the structure has been formed previously formed from the experience (Semiawan & T Raka Joni, 199:17).

Ausubel (1968:23) asserts that cognitive structure that is the facts, concepts and generalizations that have been obtained previously. Significance of learning appears on acceptance and learning when studying the invention as long as students can relate the information in the knowledge that already has (Margaret E. Gredler Bell, 1994:279) Jerome Bruner (1971) believe that meaningful learning can be developed through discovery learning that is a learning able to encourage curiosity, searching, tracking and analyzing ways of thinking through the use of hypothesis and test it in an experiment.

Indicators of meaningful learning based on students' perspective is

1. The performance of students in observing and recording, experimenting, communicating orally and in writing the results of experiments and the desire to learn, and scientific attitude.
2. Understanding the basic concepts of the topic that has been learning.
3. Linking the concepts found in his life

4. Applying the concept in solving the problem
5. Using written language in authentic
6. Draw conclusions.

While studying meaningful indicator is based on the perspective of teachers applying the process skills approach, students use real experience, giving examples of the application of the concepts found in the class associated with the real world of children.

Portfolio assessment

Assessment is the process of data collection and recording of important documents from the development of children's learning through authentic assessment with a variety of measurements in a variety of contexts (Bonnie Cambell Hill and Cyntia A Ruptic, 1994:8) through observations conducted continue in order to obtain a clear picture of students' progress through the performance capabilities, response writing, quizzes and portfolio assessment.

Robert Linn and Norman E. Grondlund (1992:5) that the assessment is a series of procedures to obtain information about students' progress through observation, learning and performance assessment tools pencil and paper test. Anthony J. Niko (1996:4) in addition to the process of obtaining information about student progress, the most important decisions that are meaningful to students, the achievement of learning programs and educational policy decisions.

Design Intervention measures:

In this research, portfolio assessment of teaching elementary social studies subject matter *Ethnic and cultural diversity in Indonesia* Through the following stages: 1) identification of learning objectives, 2) establish outcome indicators study; 3) develop instruments; 4) set the scoring, 5) develop measures Operations; 6) a discussion; 7) make a follow-up plan; 8) makes the learning progress; 9) communicating the results to the student portfolios.

E. Research Methodology

This research aims to implement portfolio assessment in social studies learning to enhance meaningful learning.

The design of intervention measures in this study using the method of classroom action research model Kemmis Stephan.

This research was conducted at SDN 01 Cilandak south of Jakarta. From March until June 2010.

With 36 research subjects 5B class. Study design with five stages, namely (1) Pre-Observation, (2) a 4general plan of action (3) action, (4) Observation and (5) reflection. In pre-observation phase includes a description of the situation, identify problems, formulate a problem, problem analysis and submission of action hypothesis.

Data collection techniques in this study: (1) participatory observation (2) field notes (3) interviews and (4) documentation video recorder. Technical examination of the validity of the data, with (1) data triangulation, (2) collaborative judgments (3) adequacy referential and (4) a detailed description and (5) auditing.

The validity of the data using (1) the validity democratic (2) The validity of dialogic (3) the validity of results, (4) the validity of the process and (5) catalytic validity.

Data analysis was performed during the study process includes four steps: data collection, validation, interpretation and action plan.

Medium to interpret the data as a whole, the criteria used to justified that significant improvement has occurred, then used standard quantitative criteria relative value. If the average cumulative significance of learning beyond the level of 5 (good), then the implementation of portfolio assessment is stated quite effective.

Percentage increase in significance as a social studies lesson the impact of the use of portfolio assessment.

Relative Value Standards;

Level	score	interpretation
6	9	excellent
5	8	both
4	7	More than enough
3	6	Enough
2	5	less
1	4	Not at ll

Gronlund, Norman E. *Improving marking and Reporting in Classroom Instruction: A Title In The Current Topics in Classroom Instruction Series*. McMillan Publishing Co., Inc.. New York, 1974, P 46

F. Process And Research Results

Overall, the process and results of the implementation of portfolio assessment as an intervention action research cycle is technically performed as follows:

Dimensional process

- 1) teacher-researchers observed when IPS ongoing learning activities
- 2) aspects that are observed, including some things that do the investigation, noted the activities and records, order work, enthusiasm for learning, scientific attitude.
- 3) apply the technique of multilevel scale focus within the group, namely by looking at the performance of individuals who can be categorized at a certain level.
- 4) submit the results of the assessment / feedback to improve subsequent learning;

Dimension products

- 1) The work of students from the form of essay test / test capability
- 2) Develop scoring rubric on a scale graded
- 3) Note the error from the aspect of students' ability to conclude, understanding concepts, linking concepts, apply concepts, which only demonstrated proficiency with underscores or "Question mark" to be repaired by the students when discussing portfolios.

Action Reflection

In the first cycle of meaningful learning in social studies is at level 2, with an average of results 79% for the 10 aspects of meaningful indicators of learning.

Skills investigation is still at level 3 }
Ability conclusion already reached level 4 }
Understanding the concept of reaching level 2 }
Linking the concept of achieving level 3 }
Implement the new concept to reach level 4 }
language skills have reached level 4 }
scientific attitude just reached level 3 }
enthusiasm to learn has just reached level 3 }

In cycle 2

Skills investigation was located at a level 5 }
Ability conclusion already reached level 5 }
Understanding the concept has reached level 5 }
Linking the concept has reached level 5 }
Applying the concept has reached level 5 }
language proficiency has reached level 5 }
scientific attitude has reached level 5 }
enthusiasm to learn has reached level 5 }

Results Intervention measures

As has been assigned to the hypothetical action when you've reached level 5 from the optimization point of application of portfolio assessment on learning meaningfulness IPS declared successful.

G. Conclusions, Implications and Suggestions

Based on the findings and discussion, this research can be concluded that:

Implementation of portfolio assessment in social studies learning can enhance meaningful learning include dimensions (1) investigative skills; doing recording, observation, interpretation, conclusion (2) knowledge and understanding: connecting, applying, logical thinking, language and 3) scientific attitude, self-reflection.

Implication

Based on the results and research findings, implications can be affirmed that to be an effort to enhance learning through the application of the guidelines based learning portfolio assessment, namely:

1. Student-centered learning
2. Learning to find meaning not only to find out;
3. Learning is contextual or related to the daily reality of elementary school students
4. Learning with a variety of learning resources such as: class, outside of the classroom environment
5. Learning to utilize various instructional media;
6. Based learning outcomes and processes
7. Learning-based life skill

Suggestion

Elementary Teachers in applying the portfolio-based learning in teaching social studies recommended more attention to the things as follows:

1. Emphasizes learning the process skills
2. Utilizing a variety of learning resources in teaching social studies
3. Provides the opportunity for elementary students to learn independently and in cooperation
4. Linking learning with real world
5. Perform a variety of alternative assessment in terms of data collection, assessment tools etc.
6. Perform collaborative assessment between students.

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