THE APPLICATION OF PORTFOLIO BASED MODEL OF TEACHING AS AN ATTEMPT TO GROW MOTIVATION RESEARCH AT THE AERLY STAGE OF LEARNING

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ABSTRACT

One of the basic problems in the learning process is the learning process that doesn’t pay attention to the social and cultural environment of the students. Social and cultural environment is an important potential that need to be studied by the researcher, academician or other educational expert. The lack of attention of the students toward the social and cultural problems in their environment is result of the lack of attention in giving them the awareness about the social and cultural problem it selves. Learning process with conventional ways contributes to the lack of attention in giving awareness of the social and cultural environment of the students.

Conventional learning process tends to force the students to memorize as many concepts as possible even though the students sometime don’t even know what they mean. As the result, the learning process is not effective and also tends to be boring and finally it gives negative impact on students motivation. Therefore, a teacher in this case, should be creative and innovative in choosing the method/model of teaching. Portfolio model of teaching is one of the constructive models of teaching where the students are expected to construct the knowledge through the learning process. Portfolio model of teaching stresses on the students centered learning process. It is not just a collection of students work that are compiled and collected, but it is a collection of students work that are systematic and meaningful. The application of portfolio models of teaching can improve student’s motivation beginning from the early stage of learning. The steps and procedures of this model has some things in common with the method of research and it starts with identifying the problem, collecting information, studying the solution of the problem, proposing the solution of the problem, showcasing the problem and finally making actions. It can be concluded that portfolio teaching model can improve motivation since the early stage of teaching.

INTRODUCTION

Indonesia is one of the countries with low production of good researches both in the regions of Asia and in the regions of Southeast Asia. The number of researches and scientific publications in Indonesia is lower than those of other countries with less known academic and scientific world such as Malaysia and Pakistan. Research findings from SC Imago (in Kompas 9/12/2010) ranked Indonesia in the 64th position of 234 countries surveyed. The number of scientific and research publications in Indonesia for 12 years period only reaches 9149 documents. It is lower than Pakistan, in 50th position.

Publication of scientific researches in Indonesia is also lower than those of neighboring countries such as Singapore, Malaysia, and Thailand. Singapore is 31st position, Thailand 43rd, and Malaysia 48th. Seen from the previous time, many Malaysian studied the science of research to universities in Indonesia such as ITB and UGM. Lately, the three ASEAN countries above have continued increasing the quantity of their scientific publications while Indonesia has showed different trend. Indonesia is much
lower than Japan, which publishes 1.2 million researches, thereby making it in 3rd position in the world. At the top position is the United States, which publishes 4.3 million researches. (Kompas, 9/12/2010).

Research culture in Indonesia, which is insufficient, is believed to be one of the leading factors that make Indonesia lag behind other countries in scientific publications. Low motivation to conduct a research often becomes a stumbling block for Indonesia to compete in the international world. It is inevitable fact that the researches produced by most educational institutions are not significant. The phenomenon of low interest in research and the low number of scientific publications has brought many attentions and debated in the last decade. It should be studied extensively especially for educational institutions that bear responsibility for this. (http://nicips-wordpress.com accessed on March 29, 2015).

Scientific research is a series of accumulated observations that eventually brings up a theory to explain and forecast the occurring phenomena. The research is able to uncover phenomena and secrets of nature that need to be studied and researched. Thus, research is a very important part in academic life as it is academic in nature as well as enable academia to show their dedication to the community in order to help find the solution for its problems. In addition, it also allows them to bring new inventions for humanity. Educational institutions are expected to be able to develop a research as the part of academic institution. (http://nicips-wordpress.com accessed on March 29, 2015).

Research culture in Indonesia to advance the scientific world is still lacking in its contribution to scientific development. This situation is very alarming for this nation in its course to face an increasingly complex world competition. (Kompas 27/11/2010 and 20/12/2010).

Research skills should be fostered and nurtured on learners since their early age because these skills are related to their learning process, especially reading and writing. Without writing, the research findings will not be available for the community. Learners who like doing a research will gain new knowledge and insights to improve their intelligence to answer all the challenges of life and to have a rich imagination.

In some cases of the learning process, there are various issues that need to be considered by academics in order to make the learning process be able to foster students’ research in learning. Students’ motivation in the learning process is commonly low. (Muhiddinur Kamal’ Research in 2009).

Students’ low motivation is also caused by external factors such as the inappropriate learning model used by teachers in the learning process. Teachers pay less attention to the principles of learning in fostering students’ motivation, interests, and creativity to learn and to overcome their difficulties. The learning process seems to have been done well because the materials outlined in the syllabus have been presented in accordance with the allocated time.

In order to make learning process run optimally, it requires learning models that are carefully designed and supported by the results of selected knowledge and skills that have been mastered to achieve learning objectives. Selecting or defining a learning model in every learning subject is important because every subject gives students different experience during its process of learning.

Therefore, it is necessary to develop the learning model that is oriented to increase students’ motivation, creativity, critical thinking, and sensitivity to social phenomena in their surrounding areas. To change and to minimize the above existing phenomena the learning process above, teachers need to try applying the learning model that enables the changing in learning goal paradigms from the result-oriented to the process-oriented. In doing so, teachers are required to have the ability to select, to sort and to design the process of learning. It can be done by selecting and determining the learning sources, media, and approaches that move away from the traditional to the modern paradigm.

Theoretically, one of the innovative learning models is participatory portfolio-based learning. This model is considered to be
able to improve the learning process though fostering research motivation and social skills.

**DISCUSSION**

1. **Participatory Portfolio-Based Learning Model**

   The word model implies the meaning "a pattern, a style, an example, a reference, a variety of things that will be created or generated" (Balai Pustaka, 2001: 751). However, the meaning of model used in this study is "a pattern or a style of learning that is created, produced, and used for the successful program of teaching and learning activities."

   Model can be defined as a conceptual framework that is used as a guideline in conducting an activity (Suherman, 2003: 37). The learning model can be understood from the definition proposed Joyce and Weil (1980: 1): "A models of teaching is a plan or pattern that can be used to shape the curriculum (long term courses of studies), to design instructional materials, and to guide instruction in the classroom and other settings ". In line with the above definition, Eggen, Kauchak, and Harder (1979: 12) mentions: "the models are prescriptive teaching strategies designed to Accomplish particular instructional goals. They are prescriptive in the sense that the teacher's responsibilities during the planning stages ... implementing and evaluating a teaching model, then can be Considered as a type of blueprint for teaching ". The statements above illustrates that the learning model is the instructional blueprint engineered so as to achieve certain goals of teaching.

   Generally, portfolio is a sample collection of one's work (students) that is knowingly submitted so as to provide an overview of their ability and development within a certain period of time (Subandar: TT). Arnie (2005: 47) describes portfolio is derived from the English "portfolio" which means a document or a letter. The definition portfolio in this study is a collection of students' works for a particular purpose that are selected through the prescribed guidelines. Each portfolio contains selected works of one-class students who have cooperatively worked, identified, collected, processed, and analyzed data in order to find the solution for the studied problem.

   Barton and Collins (1997) in Sumarna (2006: 25) states that the object of the portfolio (evidence) are classified into four types:

   a. Artifacts i.e. students' works that they do or produce in the classroom
   b. Reproduction i.e. students' works they do outside the classroom
   c. Attestations i.e. teachers’ statements or observations about the students
   d. Production i.e. students’ works that are especially prepared for the portfolio.

   According to Arnie (2002: 98) There are several advantages of portfolios use in learning:

   a. Encouraging collaboration (communication and relationship) between students and students as well as between students and teachers
   b. Allowing teachers to asses students ability in making report and in writing and producing various academic tasks and to develop students' insight about the studied problems.
   c. Educating students to have the ability to make reflection on their learning experience
   d. Preserving students' learning memory since they have performed a series of learning activities from knowing, self-comprehending, conducting activities, and cooperating with others

   Popham (1995) suggests several advantages the use of portfolios: "(1) give students the opportunity to assess their task development and the their learning outcomes, (2) able measure the learning achievement of each student with different characteristics from each other, (3) use a collaborative assessment approach, (4) conduct self-assessment (5) aim to increase efforts, works and achievement, and (6) interrelate the assessment and the teaching process."
Furthermore, Arnie (2002: 45) states that the portfolio-based learning allows students to; (1) practice combining the concepts the teachers’ explanation or books / reading material along with their applicability in daily life, (2) seek information outside the classroom in the form of reading bundles, experiences, direct objects, TV / radio (internet ) or persons / experts / leaders, (3) create alternative solutions to the topic of the object discussed, (4) make a decision (suitable to their capabilities) that associated with the concept that they have learned (5) formulate steps to be taken to address the problem.

Thus, the portfolio-based learning provides a diversite learning resources and more flexibility for students to select appropriate learning resources as the foundation to study natural or societal phenomena. It is in accordance with one of the principles in the competency-based curriculum development, which is centered on the students as the developer of knowledge. It means the effort to build students’ autonomy to learn, collaborate, help their friends, make observations and self-assessments for a learning reflection, which will encourage them to build a learning portfolio of learning.

In addition to providing the democratic laboratory, portfolio learning model also aims to help students learn how to express their opinion and solve the problem. This activity invites students to cooperate with their classmates through the assistance of teachers and other volunteers to achieve the following tasks:
1) Identify the problem to be studied.
2) Collecting the information.
3) Assessing the problem solving
4) Proposing the problem solving
5) Presenting the show case
6) Formulating the action plan .(Budimansyah, 2001: 7-8).

2. Nature of Research

Mc Millan and Schumacher state "research is a systematic process of collecting and analyzing information (data) for some purposes" (1984: 4). Research is a systematic process of collecting and analyzing information purposes. Tuckman explains: "Research is a systematic attempt to provide answers to the question" (1972 :!).

From the definition above, it can be inferred that research as is an attempt or a systematic process to collect data and later process them for a specific purpose such as for problem solving.

Furthermore, McMillan and Schumacher explain: "Research methods that is the way one collects and analyzes the data were developed for acquiring knowledge by reliable and trustworthy procedures. Regarding to Research method, it is the way of how someone collect and process data that they develop to acquire knowledge or an answer to the problems. Moreover, McMillan and Schumacher describe the scientific procedures as a series of process involving the steps as follows:
1) Recognize and define a research problem
2) Review of existing knowledge on the problem
3) State a research question or hypothesis
4) Determine the design to Investigate the question or test the hypothesis
5) Collecting data
6) Analyze data
7) Interpret the results in order to draw conclusions about the research problem.

The research aims to discover, to develop, or to test the truth of knowledge (Sutrisno Hadi, 1989: 3). Research with the goal of invention (explorative) means attempting to gain knowledge about something that has not been discussed or studied by people. Development means the research done as the development or the follow up of the previous studies. The research also aims to examine the truth (verificative) about the previously conducted research done.

Sutrisno (1989:8) proposes the following steps involved in the process of research: 1) Identifying the object or subject of the problem, 2). Limiting the object or subject of the problem, 3). Collecting data or information, 4). Processing data and draw conclusions, 5). Formulating and reporting the findings, 6). Suggesting research implications.

On the other hand, Tuckman (1972: 12) suggests several research steps as follows: 1).
Identifying a problem, 2). Constructing hypothesis, 3). Identifying and labeling variables, 4). Constructing the operational definition, 5). Manipulating and controlling variables, 6). Constructing a research design, 7). Identifying and constructing devices for observation and measurement, 8). Constructing questionnaire and interview schedules, 9) carrying out statistical analysis, 10) Using the computer for the data analysis, 11). Writing a research report.

Thus, it can be understood that the research is a scientific activity that is conducted through collecting data scientifically to address a problem that requires an a solution.

3. Relevancy of Portfolio-based Learning Model with Research

Participatory portfolio-based learning model is a learning model with emphasis on students' skills to seek and find the learning and function learning members with mutual effort and responsibility to assist and to maximize the learning process. It also mentioned by Muhammad Faiz Zaki (2009) who states that portfolio-based learning in the form of the best students’ work collection will foster students’ attitude to act with responsibility (Http://penelitianindakankelas.blogspot.com/2009).

The relationship between portfolio learning model and the research is that there are some similar in both processes. Besides, portfolio-based learning model in practice situates students to interact with other students and community, in which teachers are able to organize the learning materials and assignments the form of portfolio in order that students can understand do the task with their group. In addition, portfolio also contains the learning process in the form portfolio display that enable to train students to do the research and defend its findings in public. Wakhiuddin (2009) states that a collection of records and documentations produced by the students is a form of their good achievement in the learning process.(Http://wakhiuddin.wordpress.com.2009).

Through portfolio learning, students are expected to achieve the learning outcomes that are divided into five groups: intelectual skill, cognitive strategy, verbal information, motor skill and attitude. Portfolio-based learning method can also train students to have the skills, both thinking skills and social skills such as the skill to express opinions, to receive advice and input from others, to work together, to nurture a sense of solidarity, and to minimize the occurrence of disruptive behavior in the classroom (Stahl : 1994).

Portfolio-based learning model provides a large opportunity for students to explore their knowledge. They can search for learning resources on their own from their environment either from the media or from the surrounding environment. This learning model is also more flexible for student to work in the form of portfolio and to discuss with both fellow students and teachers as learning advisors because students will perform their through presenting it. In addition, students will have many opportunities to exchange information, experiences, opinions and problem solving formally/orally i.e. face to face interaction, so this method is able to enhance good communicative skills that will influence their interest to conduct a research.

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