



## PORTFOLIO AS AN AUTHENTIC ASSESSMENT INSTRUMENT IN WRITING LEARNING: A LITERATURE REVIEW

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### ABSTRACT

This study aims to examine the use of portfolio as an authentic assessment instrument in learning to write Indonesian. Through a literature review approach to twenty-five scientific articles, this study focuses on three main aspects: (1) the basic concepts and working principles of portfolio assessment, (2) the effectiveness of portfolios in improving students' writing skills, and (3) obstacles and strategies for their implementation in the classroom. The results of the study show that portfolio assessment emphasizes process-based assessments that are formative and summative, authentic, reflective, and student-centered. The portfolio has been proven to be effective in improving the quality of writing, critical thinking skills, learning motivation, and metacognitive awareness of students. However, its implementation still faces a number of challenges such as limited time, administrative burden on teachers, low understanding of concepts, and limited infrastructure. Various strategies, such as the use of e-portfolios, teacher training, and the development of contextual rubrics are recommended to optimize their implementation. These findings confirm that portfolio assessment is in line with the spirit of the Independent Curriculum and can be an alternative to comprehensive, humane, and transformative assessments in writing learning.

**Keywords:** portfolio; authentic assessment; writing skills; Independent Curriculum; Literature Study

### INTRODUCTION

Indonesian language learning in schools has a very important role in developing students' communication skills critically, creatively, and communicatively, both orally and in writing in various life contexts. One of the language skills that is important for students to master is writing skills. Writing is a language activity that requires the ability to design, organize, and express ideas systematically and consider linguistic and contextual aspects (Tarigan, 2008). These skills are considered complex productive skills, as they combine cognitive, linguistic, and affective aspects simultaneously.

In line with this view, the theory of social constructivism put forward by Lev Vygotsky provides a solid foundation for learning to write that is process- and collaborative-oriented. Vygotsky (1978) emphasized the importance of social interaction and the role of *zones of proximal development (ZPD)* in the cognitive development of students. In the context of learning to write, the involvement of teachers as *more knowledgeable others* through the provision of scaffolding is very important to help students develop their writing skills gradually until they are able to be independent. Assessments that reflect process, interaction, and reflection are in line with Vygotsky's approach that emphasizes the importance of learning as a meaningful social process.

To find out the mastery of students' writing skills, a thorough assessment from the teacher is needed. Assessment is a process of collecting various data that can provide results from students' learning development (Kunandar, 2013). In practice, learning to write often only emphasizes the final result, not the process of thinking and constructing meaning that students do. In fact, in the context of the Independent Curriculum, writing is no longer seen as just a language reproduction activity, but also as a means of self-expression, reflection, and a tool to solve problems creatively and critically (Ministry of Education and Culture, 2022).

Quality learning is obtained through the delivery of appropriate materials and the application of an assessment system with appropriate evaluation techniques. However, so far, the evaluation process tends to focus only on written theoretical assessment, practice, and assignment by teachers, so that the results achieved are not optimal. One of the main challenges for teachers in learning to write is how to assess writing skills comprehensively and fairly. Assessments that rely only on written tests or written final results are not able to describe the entire learning process that students have gone through. Conventional assessments are seen as failing to obtain a complete picture of students' attitudes, skills, and knowledge associated with real life outside of school or society. Therefore, an assessment model is needed that is able to record the development of students' skills as a whole, which not only focuses on the product, but also pays attention to the process, reflection, and self-improvement of students.

Authentic assessment is present as a solution to the limitations of conventional assessment which tends to only measure the final outcome, not the thinking and learning process of students. Authentic assessment is an assessment that teachers make of students during the learning process. Authentic assessment is a form of task that requires learners to demonstrate performance in the real world in a meaningful way which is the application of the essence of knowledge and skills (Mueller, 2008). The term means (*meaningful*) is intended to be related or suitable for the needs of life in real life. In line with that, Wiggins (1998) also explained that authentic assessment requires students to demonstrate competence through performance that is relevant to real-world situations. Thus, authentic assessments emphasize meaningful tasks that reflect real activities in daily life.

One form of authentic assessment that is relevant in learning to write is portfolio assessment. Portfolio assessment is a form of authentic assessment that uses a collection of students' work (portfolio) over a certain period of time to show development, effort, and learning achievement in one or more specific areas. In line with that, Asrul, Rusydi Ananda, & Rosnita (2014) also stated that portfolio valuation is an assessment of a collection of artifacts that show progress and are appreciated as the result of work from the real world. Furthermore, Arifin (2012) stated that portfolio assessment is an approach that aims to measure the extent of students' ability to construct and reflect on an assignment/work through collection that is relevant to learning objectives so that the results of construction can be assessed by teachers in a certain period. This assessment is continuous and is based on a collection of information that shows the development of students' abilities in a given period. Portfolio assessment has one of the advantages, which is that it provides opportunities for students to be more involved, and students themselves can easily control the extent of the development of the skills they have acquired (Arifin, 2012). In addition, the process of feedback is very possible, because in the portfolio assessment system, the data recorded in the file is not only collected and then completed, but will be analyzed collaboratively by involving teachers, students and parents.



Thus, portfolios are an effective form of authentic assessment in evaluating writing skills, as they allow teachers and students to assess the learning process as a whole from planning, development, to final revision of writing. A portfolio in writing learning is a collection of students' works that are systematically and organized to show the development of writing competence within a certain period of time. Through portfolio assessment, teachers will know the development or progress of students' learning.

Fosters and Masters (in the Center for Education Assessment, 2019) distinguish portfolio assessment into three groups, namely: (1) working *portfolio*, which is all collections of work results in a subject or competency in a certain period of time; (2) Documentary *portfolio*, which is a portfolio that contains the best selected work that is submitted for assessment. The documentation portfolio not only contains the products of the students' work, but also contains information about the process in producing the product; and (3) show *portfolio*, which is a portfolio used to show the best results produced by students in a particular subject or competency. The portfolio of options does not contain proof of the process of work, improvement, and product refinement. According to Surapranata and Hatta (2004), examples of documents that can be included in the language learning portfolio include various forms of student work, such as: (1) teachers' notes as a result of observations on students' speaking ability; (2) the students' response to the story or fairy tale read; (3) a reading list accompanied by a brief commentary; (4) a summary or synopsis of the reading that has been studied; (5) letters written by students; (6) speech scripts; (7) free written works such as poetry or prose; (8) report on the results of the visit; and (9) writings published in wall magazines.

In learning to write, portfolio documents not only contain the final results of writing, but also include initial drafts, revision notes, teacher feedback, and students' reflections on the writing process they have gone through (Hyland, 2003). This is in line with the principles of portfolio assessment which require multi-directional interaction, namely from teacher to student, from student to teacher, and between students. The Directorate of PLP of the Directorate General of Higher Education of the Ministry of National Education (2003:124) stated that the implementation of portfolio assessment should pay attention to the following principles: (1) *mutual trust* (mutual trust), meaning that there should be no mutual suspicion between teachers and students or between students; (2) *confidentiality*, meaning that teachers must maintain the confidentiality of all students' work and existing documents, both individual and group, should not be given or shown to anyone before the exhibition is held; (3) *joint ownership*, meaning that all the results of students' work and existing documents must be the joint property between teachers and students so that they must be maintained together; (4) *satisfaction*, meaning that all documents in the context of achieving competency standards, basic competencies and indicators must be able to satisfy all parties, both teachers, parents and students, because the document is proof of the best work of students as a result of teacher development; and (5) *relevance* (suitability), meaning that existing documents must be in accordance with competency standards, basic competencies, and expected indicators. With these principles, portfolios not only serve as an evaluation tool, but also as a medium for interaction and self-development. The portfolio does not only assess the "what" is written, but also the "how" the student produces the writing. This makes the portfolio an evaluation tool that is rich in information and provides an authentic picture of the learning process of students' writing.

The use of portfolios in writing learning is not a new concept. Various studies show that portfolio assessment is able to improve the quality of writing, learning

motivation, and metacognitive awareness of students in writing. The research of Ahmad, Maysarah, & Azlina (2023) found that the use of a complete portfolio (consisting of students' work, reflection notes, and teacher feedback) succeeded in significantly improving the argumentative essay writing skills of class X students. Karliana (2014) also noted that learning to write portfolio-based short stories at SMA Negeri 2 Pandeglang was able to improve the quality of students' writing through three stages of activities: pre-writing, draft-writing, and final revision.

Despite its great potential, the application of portfolio assessment in learning to write Indonesian still faces various challenges. Fadhillah (2021) revealed that teachers in South Tangerang still do not fully master the concept and proper portfolio assessment steps, so its implementation in the classroom has not been running optimally. Other studies show that teachers often have difficulty managing portfolios due to time constraints, lack of technical training, and the lack of standard and practical evaluation tools (Astuti, 2020; Ahmad, 2021). On the other hand, many teachers do not understand the basic principles of authentic assessment and are still fixated on conventional assessments based on objective tests or final descriptions. This causes the potential of portfolios as an authentic assessment instrument to be fully utilized in the context of learning Indonesian writing in schools.

Given the importance of portfolio-based authentic assessments and the challenges still faced in their implementation, it is necessary to conduct research in the form of a literature review to collect, review, and analyze scientific findings that have been carried out related to the use of portfolios in learning to write Indonesian. This study is important to find out the extent to which the portfolio has been used as an effective authentic assessment tool, how the ideal portfolio is designed and implemented, and what are the obstacles and solutions in its implementation.

This research also aims to provide theoretical and practical contributions for teachers, academics, and education policymakers. Theoretically, this study will broaden the understanding of the principles of authentic assessment and the characteristics of effective portfolios in supporting writing learning. Practically, the results of this study are expected to assist teachers in designing and implementing portfolio assessments in a systematic, relevant, and sustainable manner.

Through a literature study approach, the researcher will browse various scientific articles, research results, and relevant reference books to discuss the use of portfolios as an authentic assessment instrument in writing skills. Some important questions that will be answered in this study include: (1) what are the basic concepts and working principles of portfolio assessment in learning to write?; (2) how effective is the portfolio in improving students' writing skills?; (3) What are the obstacles and strategies found in the implementation of portfolio assessment in the classroom?

Thus, it is hoped that this article can be a comprehensive scientific reference for the development of authentic assessment instruments that are contextual and in line with the implementation of the Independent Curriculum. In the long term, the systematic and structured use of portfolios in writing learning is expected to improve the quality of Indonesian learning, as well as foster a strong culture of literacy and reflection in students.

## **METHOD**

This study uses *a library research method* with a descriptive qualitative approach. This literature study is carried out through searching various literature sources, such as reference books and scientific articles in journals that are relevant to the research



topic. The focus of the search is directed to sources that discuss the use of portfolios as an authentic assessment instrument in learning to write Indonesian in the school environment, in order to obtain theoretical foundations and empirical findings that support the analysis in this study. Literature studies allow researchers to explore theories, empirical findings, and recommendations for educational practices from various sources to gain a deep and comprehensive understanding (Zed, 2004; George, 2008).

This research procedure is carried out through a number of structured stages. The first stage begins with the determination of the focus of the study, namely the use of portfolios as an authentic assessment instrument in writing skills in Indonesian learning at both the elementary and secondary levels. This focus is the main reference in formulating search keywords and selection of the literature to be studied.

The second stage is the search and collection of literature data by browsing various databases of scientific journals, both national and international, such as Google Scholar, ResearchGate, Garuda, SINTA, and DOAJ. The keywords used included "portfolio assessment", "authentic assessment", "writing learning", and "Indonesian". The literature obtained is then screened based on certain criteria: (1) relevance to the study topic, (2) the publication period between 2014 and 2025, (3) the methodology used, and (4) published by a trusted scientific institution.

The third stage is the content analysis of the selected articles. The researcher uses content *analysis techniques* to dig up important information from each source. Data analysis is carried out systematically through the following stages:

#### 1. Data Reduction

The researcher filtered information from the 25 articles that had been collected, to select data relevant to the focus of the research, namely: (a) the concept and principles of portfolio assessment, (b) the effectiveness of the portfolio in improving writing skills, and (c) the constraints and strategies for its implementation. Data that were not in accordance with the focus of the study were eliminated.

#### 2. Data Categorization

The information from each article is classified based on key themes. In this stage, the researcher identifies patterns of findings, similarities, differences, and relationships between one article and another.

#### 3. Data Presentation

The data that has been categorized is compiled in the form of narrative descriptions and thematic tables to describe the findings systematically and comprehensively. This presentation aims to provide a thorough understanding of trends, contributions, and gaps in previous research.

#### 4. Conclusion

The researcher compiled a synthesis of the results of the analysis of the 25 articles analyzed. The resulting conclusions not only answer the formulation of the problem, but also provide practical implications and recommendations for the development of portfolio assessment in learning to write.

The instrument used in this study is a literature analysis table used to record and compare the content of each literature. The analysis table contains: (1) the name of the author of the article and the year; (2) the title of the article; (3) research objectives; (4) the method used; (5) research findings; and (7) implications for the topic being studied.

## RESULTS AND DISCUSSION

### Results

The results of the study in this study summarize the findings of twenty relevant scientific articles and answer three main focuses related to the use of portfolios in writing learning, namely work concepts and principles, effectiveness, and implementation constraints and strategies.

#### 1. Basic Concepts and Working Principles of Portfolio Valuation

Portfolio assessment is a form of authentic assessment that is gaining more attention in the world of education, especially in learning to write. From the results of the analysis of twenty-five articles referenced in this study, it was found that portfolio assessment has a basic concept as a form of evaluation that emphasizes the continuous learning process, not just assessing the final product. A portfolio in writing learning is defined as a collection of students' works that are systematically curated to reflect the development of writing skills over time, through the stages of planning, writing, revision, reflection, and publication of works.

The basic concept of portfolio assessment emphasizes the active role of students in the learning process. Students not only produce writing, but also reflect on the strengths and weaknesses of their work, and make repeated improvements based on feedback received from teachers or peers. These findings are consistent in various articles, such as research conducted by Misdi (2020) that emphasizes the use of Edmodo-based e-portfolios to document the learning process and encourage critical writing awareness, as well as articles by Haliq & Sakaria (2021) which affirm that reflection-based portfolio assessments can strengthen students' literacy in depth.

The working principle of portfolio assessment in writing learning in general includes six main things. First, this assessment is formative and summative at the same time. The assessment process is carried out continuously through observation of the development of students' work from time to time (formative), and ends with an evaluation of the final results of students' writing in the portfolio (summative). Articles by Sepirna (2020) and Sulistyo et al. (2022) emphasized that the successful implementation of portfolio assessment can be seen from the gradual improvement of the quality of students' writing, both in terms of content, structure, and language.

Second, the working principle of portfolio valuation emphasizes the authenticity of the task. Writing tasks in a portfolio are designed to be relevant to the real context and life of the learner, such as writing short stories, observation reports, or argumentative articles. This aims to ensure that the writing skills developed by students are not only useful in the context of school, but also in real life. Research by Kusumaningrum (2017) and Karliana (2014), shows that portfolio assessment provides space for students to write creatively, expressively, and responsibly about the content of their writing.

Third, the involvement of students in selecting and assessing their work is an important part of portfolio assessment. This shows that students are not only objects of assessment, but also active subjects in the evaluation process. In several articles, such as those written by Ningrum (2024) and Wikanengsih (2014), it is explained that an effective portfolio must allow students to conduct *self-assessment* and *peer-assessment*. In this way, students can be more aware of the learning process, as well as show metacognitive improvement.

Fourth, the principle of sustainability is the main characteristic of portfolio valuation. This assessment takes place throughout the learning process, not only at



the end of the lesson. The portfolio is developed over a specific period, allowing teachers and students to see developments comprehensively. An article written by Yumithasari, R., Sunyono, & Munaris (2022) shows how portfolio assessment instruments designed for elementary school students can provide a complete picture of students' writing skills over time, including in terms of spelling, sentence structure, and content coherence.

Fifth, portfolio valuation works through flexible and contextual instruments. The assessment rubric is an important component that must be adjusted to the type of text written, the learning objectives, and the level of education of the students. In many studies, such as those conducted by Syahrani & Sukenti (2022) and Lutfi & Sukenti (2024), the development of rubrics that include aspects of content, structure, language, and originality greatly determines the success of assessment. Validation of rubrics is also carried out by experts to ensure the reliability of the instrument in measuring student learning outcomes.

Sixth, portfolio assessment is integrated with student-centered learning principles. In this approach, teachers act as facilitators who accompany students in the process of learning to write, provide feedback, and motivate students to continue to improve their work. Research by Mahardika (2018) and Gipayana (2017) shows that portfolio assessment encourages learners to become more independent, reflective, and responsible learners of their own learning process.

In addition, the concept of portfolio assessment is also developing in digital form, such as e-portfolios, which allow students to store and organize their written work electronically. This model expands the portfolio's function as a collaborative medium that allows for interaction between teachers, learners, and even parents. Nursetyo (2015) explained that the use of the Mahara platform as an e-portfolio allows students to integrate writing with multimedia elements, as well as obtain direct feedback from teachers and peers.

From all these findings, it can be concluded that portfolio assessment in writing learning is an evaluation approach that emphasizes the learning process in a comprehensive, authentic, reflective and oriented manner towards 21st century competency development. The working principle of this assessment involves documenting learning outcomes in a systematic, collaborative, and evidence-based manner, which allows teachers and students to get a more accurate and meaningful picture of the development of writing skills.

## **2. The Effectiveness of Portfolio Assessment in Improving Writing Skills**

Portfolio assessment has proven to be one of the effective approaches in improving students' writing skills. In general, portfolio assessment provides ample space for students to develop their writing gradually and continuously. This is reflected in the findings of research by Sepirna (2020) which shows that students' argumentative essay writing skills have increased significantly after applying portfolio assessment. The average score of students increased from 64.36 in the initial stage to 80.03 after the learning action cycle was completed. This change occurs not only in terms of value, but also in the improvement of argument structure, cohesion, and the precision of language use. A similar pattern of improvement was found in the research of Ahmad, Maysarah, & Azlina (2023), which showed that learners experienced rapid progress in writing argumentative essays through two cycles of portfolio assessment, with an increase in scores from 2.84 to 4.16 on a scale of five.

The application of portfolio assessment is also effective in shaping an active, reflective, and collaborative writing learning process. In a study conducted by Misdi (2022), the use of Edmodo-based e-portfolios showed that students not only showed improved academic writing skills, but also began to view the writing process as a critical and reflective thinking process. Students actively revise their writing based on feedback from lecturers and peers. This pattern was also found in studies that adopted the Hamp-Lyons and Condon (*collection-selection-reflection*) model, in which students were encouraged to choose the best work, reflect on the writing process, and revise independently.

The effectiveness of portfolios is also evident in the context of learning in elementary schools. Yumithasari, Sunyono, & Munaris (2022) developed a portfolio instrument for grade IV elementary school students and found that students who used this approach obtained an average process score of 85.5 and a final product score of 87.1, both of which were in the "excellent" category. These results show that the portfolio can be applied effectively from an early age to develop Indonesian writing skills, with more comprehensive results than traditional assessments.

Portfolio assessment is also able to foster a systematic writing strategy. Students are not only asked to produce one text, but also undergo important stages such as exploring ideas, drafting, revising, and publishing works. In a study by Juita (2018), this strategy resulted in an increase in the average score from 64 in the pre-action to 80 after the second cycle, with a learning completeness rate of 100%. A similar thing was found in a study conducted by Karliana (2014), where students gradually showed improvements in the aspects of plot, structure, and word choice in writing short stories.

The effectiveness of portfolio assessment is also shown from the ability of students to reflect on the strengths and weaknesses of their writing. This finding is strengthened by the research of Haliq & Sakaria (2021) who developed a literacy-based portfolio assessment system, in which students not only compile texts, but also write reflective journals as part of the evaluation. This reflection contributes greatly to the improvement of metacognitive skills, which are very important in learning to write.

Furthermore, the use of technology in the form of e-portfolios also increases the effectiveness of assessments. Nursetyo (2015) in his research showed that *the Mahara* platform as an e-portfolio is able to be a means for students to collect, compile, and present their written work digitally, with various features that allow collaboration and direct feedback from teachers or peers. This process provides ease of documentation and reinforces the principles of continuous evaluation.

Not only from a technical point of view, the portfolio also forms a positive attitude of students towards writing lessons. In a study by Gipayana (2017), the implementation of literacy-based learning through portfolio assessment caused 90.9% of students to feel more comfortable writing, and 52.27% of them stated that they wanted to become writers. This shows that portfolio assessment is able to change students' perception of writing from just an academic task to a fun and meaningful activity personally.

In addition to increasing values and attitudes, portfolio assessment also has an impact on critical thinking and problem-solving skills. Sulistyono Sulistyono, Widiati, & Cahyono (2022) revealed that students who write using the portfolio approach are better able to formulate logical arguments, edit sentence structures independently,



and show an understanding of the actual issues raised in the writing. This study confirms that portfolio assessment not only improves technical writing skills, but also high-level thinking skills.

Thus, from the various research results analyzed, it can be concluded that portfolio assessment has high effectiveness in improving students' writing skills. This effectiveness can be seen from improving the quality of writing, the ability to revise independently, active involvement of students, strengthening self-reflection, and changes in attitudes towards learning to write. In addition, portfolio assessment also allows teachers to conduct a more in-depth and authentic assessment of students' writing skills because they capture the process as well as the product of the learning that occurs.

### **3. Obstacles and Strategies for Implementing Portfolio Assessment in the Classroom**

Portfolio assessment in writing learning has been widely applied at various levels of education units and has proven to be effective in improving students' skills. However, the implementation of this assessment is also faced with various technical, pedagogical, and cultural obstacles. The results of the analysis of 25 articles show that these challenges require the right strategy so that the implementation of portfolio assessment can run optimally. Broadly speaking, the obstacles found are grouped into five main categories: time constraints, administrative burden on teachers, low understanding of portfolio concepts, obstacles from the student side, and lack of system/infrastructure support.

#### **1) Time Constraints in the Assessment Process**

The most common obstacle in the implementation of portfolio valuation is time constraints. As reported by Kusumaningrum (2017) in his research at SMP Negeri 9 Yogyakarta, teachers have difficulty in adjusting the learning schedule to the need for time to guide students in compiling portfolios. Portfolio assessment activities that require teachers to observe processes, provide feedback, and assess work in stages often do not align with busy lesson schedules and high curriculum loads.

Similar problems are found in other articles, such as by Mahardika (2018) and Serlina et al., (2020) which show that teachers should provide additional time outside of class hours to read, evaluate, and provide feedback on students' work. This is a big challenge, especially for teachers with a large number of students.

As a strategy to overcome this problem, teachers in some studies chose to schedule additional meetings in a structured manner, using a small group tutoring format, and using project time or final projects as portfolio media. Some teachers also leverage technology for time efficiency, such as the use of e-portfolios that allow assessments to be done asynchronously and flexibly.

#### **2) Administrative Burden of Teachers**

The next obstacle is the high administrative burden. In a study by Najmudin and Qurrotul 'Ain (2024), many teachers stated that portfolio assessment requires a lot of supporting documents such as rubrics, reflection sheets, process notes, and peer assessment forms. All of this requires careful planning, recording, and documentation.

To address this, some teachers have developed simple digital filing systems that allow for organized storage of documents. Some also create rubric templates and evaluation sheets that can be used repeatedly for work efficiency. Another strategy found is to actively involve students in the documentation and reflection process, so that administrative responsibility does not only lie with the teacher.

3) Low Teacher Understanding of Portfolio Assessment Concepts and Techniques

Many articles, including those written by Ningrum (2024) and Santi, Silvia, & Damaianti (2023) show that some teachers still do not fully understand the concept and purpose of portfolio assessment. Some teachers still consider portfolios to be just a collection of assignments or archives of students' writings, not as a tool for reflection and assessment of the continuous learning process. This limited understanding causes the implementation of the portfolio not to run optimally.

Strategies to overcome this problem include teacher training and professional mentoring. Articles by Kusumaningrum (2017) and Imbar Nursetyo (2015) emphasize the importance of workshops, teacher training, and sharing *sessions* that facilitate teachers to learn from each other about effective portfolio valuation practices. Some studies also recommend the development of portfolio assessment modules and standard rubrics as a guide for teachers in their implementation.

4) Obstacles from the Student Side

From the student's side, the challenges that arise include lack of motivation, lack of reflective skills, and difficulties in compiling or revising writing. In a study by Karliana (2014) and Gipayana (2017), it was found that some students find it difficult to express ideas in writing and lack confidence in showing their work. Some students also do not understand the purpose of the portfolio and consider it as an additional burdensome task.

Strategies carried out to overcome these obstacles include providing motivation, intensive guidance, and simplifying tasks at the beginning of implementation. In addition, the teacher provides an example of the ideal portfolio and integrates reflection sessions gradually. In some cases, such as in a study by Haliq and Sakaria (2021), students are invited to conduct *peer review* to get used to giving and receiving feedback, as well as fostering collective awareness and responsibility for the quality of their work.

5) Lack of System and Infrastructure Support

The last obstacle that is widely mentioned is the lack of institutional support and supporting infrastructure. In the context of implementing e-portfolios, some teachers face limitations in access to technology, both in terms of devices and internet networks. This is conveyed in the articles Misdi (2022) and Nursetyo (2015), that the success of the implementation of e-portfolios is highly dependent on the readiness of hardware, digital platforms, and digital literacy of teachers and students.

Strategies to overcome these constraints involve measures such as the use of simple platforms (*Google Drive, blogs, or WhatsApp*) that are easily



accessible, as well as the development of a *blended assessment system*—combining print and digital portfolios. Some schools also develop internal policies to support the implementation of authentic assessments, such as the allocation of dedicated time for portfolio activities and the provision of technology training.

## Discussion

Portfolio assessment is a form of assessment that supports the principles of process-based learning, authenticity, and active participation of students. In line with the view of Wiggins (1993), meaningful assessments should reflect real-world situations and assess skills in the actual context. In the context of writing learning, a portfolio not only serves to assess the final product in the form of text, but also to assess the development of ideas, revision processes, and reflections throughout the writing process.

The model developed by Hamp-Lyons & Condon (2000) is an important foundation in portfolio valuation practice, which is through three main stages: collection, selection, and reflection. This approach is consistent with constructivist theory, where learners build their skills actively and gradually. Student involvement in *self-assessment* and *peer-assessment* reflects a student-centered learning approach, as mandated by the Merdeka Curriculum. Innovation in the implementation of portfolio assessment is also seen from the use of *e-portfolios* through digital platforms such as *Mahara* or *Edmodo*. This approach simplifies the documentation of the learning process, improves digital literacy, and opens up collaborative spaces between teachers, students, and even parents.

The effectiveness of portfolio assessment in improving students' writing skills has been proven in various studies. The improvement is seen in the quality of the text, the ability to revise repeatedly, and active involvement in the writing process. In accordance with the views of O'Malley & Pierce (1996), the portfolio supports continuous formative assessment and encourages awareness of learning through reflection. The theory of *writing as process* (Graves, 1983) also strengthens the importance of emphasizing the writing stage, not only on the final product.

Apart from the cognitive and technical sides, portfolios also have a significant impact on the affective aspects of students. Students become more confident, motivated, and have a positive attitude towards writing activities. This is in line with Vygotsky's (1978) view of the importance of a supportive learning environment and social interaction in encouraging students' cognitive-affective development. Critical and reflective thinking skills are also developing, as can be seen from the ability to formulate arguments and manage text structures better as important indicators in 21st century literacy.

However, the implementation of portfolio assessment in the classroom cannot be separated from various challenges. As stated by Genesee & Upshur (1996), alternative assessments such as portfolios require considerable managerial skills, system readiness, and time. One of the main obstacles that teachers feel is time constraints, as the portfolio assessment process requires in-depth observation and individual feedback. Strategies that have been successfully found in dealing with these obstacles include the use of *e-portfolios*, small group involvement, and the use of tutoring sessions outside of class hours.

Teachers also face administrative challenges and a lack of conceptual understanding of portfolios. This shows the importance of improving teachers' professional competence through training, technical guidance, and the provision of practical assessment guidelines. On the other hand, students are not spared from

obstacles. Low motivation and reflective ability indicate the need for gradual and adjusted implementation stages. Strategies such as portfolio simplification, task simplification, and peer feedback engagement have proven to be effective and educational. Another obstacle is the lack of infrastructure support, especially in the context of digitizing assessments. In this case, technology readiness and device access are important factors that affect the successful implementation of *the e-portfolio*.

Based on the results of these findings, it can be concluded that portfolio assessment has great potential in improving the quality of writing learning. However, its effectiveness is highly dependent on the readiness of teachers, students, and the support of the education system.

The implications of this finding can be addressed to several parties: (1) teachers, to continue to develop their competencies in authentic and reflective assessments, and to be able to manage complex but meaningful assessment processes; (2) school principals and policy makers, to provide space, time, training, and supporting infrastructure in the sustainable implementation of the portfolio; (3) curriculum developers, in order to strengthen formative and participatory assessment aspects in writing learning; and (4) researchers, to expand the portfolio study to a variety of contexts, including online, cross-subject, and cross-cultural learning.

Thus, portfolio assessment can be seen as a comprehensive assessment approach that not only assesses writing skills, but also shapes students' character, attitudes, and thinking power in a more complete and sustainable manner.

## CONCLUSION

Portfolios are an effective and meaningful form of authentic assessment in learning to write. This assessment emphasizes the continuous learning process, active participation of students, and reflection on the development of the paper. Portfolio assessment is formative and summative, carried out systematically through the stages of collection, selection, and reflection. Principles such as task authenticity, the use of contextual rubrics, and a student-centered approach make this assessment in line with the Independent Curriculum and 21st century competency strengthening.

The portfolio has been proven to improve the quality of writing, revision skills, and attitudes and motivation to learn to write. The implementation of e-portfolio also expands the assessment function through technology integration. However, portfolio implementation faces challenges, such as time constraints, administrative burden on teachers, low understanding of concepts, low student motivation, and limited infrastructure. Strategies such as teacher training, the use of simple technology, and strong collaboration are needed to overcome this. Overall, portfolio assessment not only assesses learning outcomes, but also shapes the character of learners as independent, reflective, and creative learners through a holistic approach that includes cognitive, affective, and metacognitive aspects.

## ACKNOWLEDGMENT

The author expresses his sincere gratitude to all parties who have supported the implementation of this research, especially to the lecturers in the Evaluation and Measurement course in Indonesian Language and Literature Learning: Prof. Endry Boeriswati, M.Pd. and Dr. Asep Supriyatna, M.Pd. State University of Jakarta, as well as to her beloved family.



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