



The Implementation of Portfolio Assessment in Indonesian Language Learning at Vocational High Schools

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ABSTRACT

This literature-based study aims to examine the application of portfolio assessment in Indonesian language learning at vocational high schools (SMK). The study reviews relevant research articles, books, and policy documents to describe how portfolio assessment is implemented in classroom settings, what strategies are used, and what outcomes are achieved. Findings show that the implementation of portfolio assessment in SMK involves collecting student work over time, using it as a basis for reflection, feedback, and evaluation. This method supports active learning, encourages student independence, and aligns with the principles of meaningful and process-based assessment in language education. However, its application still faces several challenges, such as the need for teacher training, time allocation, and assessment standardization. This article contributes to the field of Indonesian Language and Literature Education by providing practical insights into how portfolio assessment can be effectively applied to improve teaching and learning processes in the vocational school context.

Keywords: portfolio assessment; implementation; vocational school; Indonesian language; classroom practice

INTRODUCTION

Assessment in Indonesian language learning at Vocational High Schools (SMK) has been dominated by conventional methods such as written tests, which tend to only evaluate the cognitive aspects and final results of students. This approach does not assess the real process and application, whereas the Merdeka Curriculum demands more holistic formative and authentic assessment (Directorate General of Teachers and Education Personnel, 2022; Kemendikbudristek, 2023).

Portfolio evaluation is an alternative that is in line with this spirit, as it integrates process and product assessment on an ongoing basis (Suparno, 2023; Astuti & Kusumawati, 2022). Portfolios can also be used for formative and summative purposes through the collection of students' work that shows their development during the learning process (Moch Abduh et al., 2019). Furthermore, the ability of portfolios to develop vocational competencies of SMK students is increasingly important, considering that SMK prepares students to directly enter the workforce. Various studies emphasize that portfolios not only measure academic skills, but also encourage the development of soft skills such as critical thinking, reflective, and independent abilities that are needed in business and industry (Kemendikdasmen Repository, 2019; Abas et al., 2013). Therefore, learning practices in SMKs that emphasize vocational practice must be supported by

appropriate evaluation, including portfolio evaluation stages that are in accordance with the characteristics of expertise.

However, a literature review shows that the implementation of portfolio evaluation in SMKs still faces real obstacles. Teachers require specialized training, high administrative burden, and consistent assessment standards (Abas et al., 2013; Atlants-Press, 2020). These conditions prompt the need for an in-depth study of portfolio implementation strategies in the classroom, in order to strengthen the integration between learning practices and authentic evaluation.

Based on this explanation, this article aims to: (1) Describe how portfolio evaluation is applied in Indonesian language learning in vocational schools based on the results of the literature study. (2) Identify the benefits and challenges in the practice of portfolio evaluation in SMK. This article is expected to contribute to the field of Indonesian Language and Literature Education, especially in the development of authentic assessment models that are in accordance with vocational characteristics and the needs of the world of work.

RESEARCH METHOD

The method in this research is a qualitative method through literature study. Literature study research is research that from start to finish is only carried out in the library (Ramdhan, 2021). This research uses a literature study approach to examine in depth the application of portfolio evaluation in Indonesian language learning at Vocational High Schools (SMK). Literature study was chosen because it allows researchers to collect and analyze various relevant literature sources to find implementation patterns, benefits, and challenges in the implementation of portfolio evaluation.

The data sources in this study are national and international scientific journals, educational reference books, and official policy documents from the ministries of Education, Culture, Research, and Technology related to learning assessment and the Merdeka Curriculum. The data collection technique is carried out through the documentation method, namely by collecting, identifying, and selecting documents or literature that are in accordance with the research focus.

The data that has been collected will be analyzed using a qualitative descriptive method with a thematic approach. This approach is carried out by examining the main themes from the results of the literature study, such as the strategy of implementing portfolios, its effectiveness in learning Indonesian at SMK, and the obstacles that arise in its implementation. The analysis was conducted systematically to draw relevant and in-depth conclusions about the contribution of portfolio evaluation to strengthening contextual and process-based Indonesian language learning in vocational schools.

RESULTS AND DISCUSSION

1. Theoretical Study of Portfolio Evaluation

Portfolio evaluation is an assessment approach that emphasizes the process of collecting information or documents on students' learning systematically and continuously over a period of time. This evaluation not only assesses the final results, but also reflects the learning process that students have taken through a collection of works, reflections, and records of their development (Budimansyah, 2002; Gronlund, 1998). In general, portfolios are defined as a collection of documents that represent students' learning development, critical thinking skills, and achievements in one or more



subjects. Paulson (1991) asserts that portfolios include student participation in selecting content, determining criteria, and reflecting on their learning progress. Thus, portfolios function as formative and summative evaluation tools that are able to describe students' best efforts, not just instant or temporary results.

In the context of competency-based education, portfolio evaluation is one of the valid and reliable methods to measure the three domains of student development, namely cognitive, affective, and psychomotor (Setiamihardja, 2020). This assessment is particularly relevant in Vocational High Schools (SMK), as vocational learning emphasizes practice, work skills, and professional attitudes. Portfolios allow students to show evidence of their competency development in a tangible way, in the form of written documents, work products, and recordings of practical skills. Research by Sulistyو et al. (2020) also shows that portfolio evaluation can improve students' writing skills, especially in global aspects such as content and writing organization. Students become more reflective and motivated to improve their learning outcomes due to continuous feedback. This is in line with the constructivistic view that assessment should be part of the learning process that facilitates students' active involvement.

Thus, portfolio evaluation is not only a tool for measuring learning success, but also a means of forming students' metacognitive awareness in understanding their learning process. This evaluation encourages SMK students to be more responsible for the results of their work, while preparing them for the world of work through full and continuous documentation of competencies.

2. Implementation of Portfolio Evaluation in Vocational Schools

The application of portfolio evaluation in learning at Vocational High Schools (SMK) is becoming increasingly relevant along with the need to assess learning processes and outcomes authentically and comprehensively. Portfolio evaluation not only measures cognitive aspects, but also affective and psychomotor aspects which are an important part of vocational competence. In the context of SMK, which emphasizes hands-on practice and work readiness, portfolio evaluation implementation strategies need to be tailored to the characteristics of learners and subjects. A collection of learning outcome documents such as project assignments, reflective journals, practical reports and teacher notes are the main elements in this assessment. Several studies have shown that effective portfolio implementation must involve active student involvement, clarity of assessment objectives, and teacher involvement in providing continuous feedback (Sulistyو et al., 2020; Budimansyah, 2002; Setiamihardja, 2020). Therefore, understanding the portfolio implementation strategy is the key to the success of evaluating Indonesian language learning in vocational schools.

a) Portfolio Evaluation Implementation Strategy

The implementation of portfolio evaluation in SMK is carried out through several strategic stages designed to support active, reflective, and sustainable student learning processes. This implementation strategy is not only administrative in nature, but also pedagogical in nature that integrates aspects of evaluation with daily learning activities. The general strategies used include:

1) Setting Objectives and Assessment Criteria

The initial stage in implementing portfolio evaluation is to set learning objectives to be achieved and clear and transparent assessment criteria. Teachers and students need to have a shared understanding of what competencies will be assessed, both in terms of knowledge, skills and attitudes. In the context of learning Indonesian in SMK, this can be

students' ability to write narrative texts, make practical reports, or compile simple scientific papers. This clear goal setting will be the basis for determining the types of works or documents that should be collected in the portfolio (Budimansyah, 2002; Gronlund, 1998).

2) Selection and Collection of Student Work

Once the objectives are set, students begin to collect their learning outcomes in relevant forms, such as assignment results, projects, reflection notes, discussion results, and practical reports. These works are selected based on quality criteria and relevance to the learning objectives. This strategy allows students to demonstrate the gradual development of their competencies. According to Setiamihardja (2020), the selection of works must be done selectively, not just randomly, so that it truly reflects the best efforts of students.

3) Self-Reflection by Students

One of the advantages of portfolios is that they provide space for students to reflect on their learning process. This reflection can be in the form of a personal journal or comments on each assignment kept in the portfolio. Reflection helps students realize their strengths and weaknesses, and builds an attitude of responsibility towards learning. Research by Sulistyono et al. (2020) shows that reflection in portfolios encourages metacognition and student involvement in assessing their own development.

4) Providing Formative Feedback

Teachers have an important role in providing regular feedback on portfolio content. Constructive feedback helps students understand the extent of their achievement and what needs to be improved. In portfolio evaluation, feedback is not only given in writing, but can also be in the form of direct discussion between teachers and students, which supports a dialogic and meaningful learning process (Ma'arif et al., 2021).

5) Final Portfolio Presentation and Evaluation

At the end of the learning period, students can present their portfolios to teachers, peers, or even parents. This presentation strengthens students' sense of ownership over their learning outcomes and becomes a fair and transparent summative evaluation medium. In addition, presentations also train students' communication skills and self-confidence, which are needed in the world of work, according to the characteristics of vocational education.

b) Linkages with Merdeka Curriculum and Meaningful Learning

Portfolio evaluation has a strong relevance to the principles promoted in the Merdeka Curriculum, especially in terms of emphasizing learner-centered, process-oriented learning, and fostering meaning and reflection in learning activities. The Merdeka Curriculum encourages the application of formative and authentic assessments that not only assess the final results, but also facilitate learning growth in a comprehensive and contextual manner. In this context, portfolio evaluation is a strategic tool because it allows teachers and students to document the learning process gradually, deeply, and continuously (Kemendikbudristek, 2022).

Portfolios also support the principle of learning differentiation, where each learner has the opportunity to demonstrate their learning achievements according to their individual learning styles, interests and pace. The collection of works selected and reflected by students is a mirror of the process of internalizing knowledge and skills that are meaningful to them. Thus, portfolio evaluation avoids a one-size fits all approach to learning and instead facilitates an inclusive and adaptive learning process.



From a meaningful learning perspective, portfolio evaluation strengthens students' active engagement in understanding the connection between subject matter and real life. For example, in Indonesian language learning at SMK, students may be asked to create an observation report text in an industrial workplace environment, or compose a procedure text related to vocational work. The results of this work are then included in the portfolio as evidence of contextualized and applicable learning. This is in line with the concept of life skills education, where portfolios reflect not only academic results, but also students' readiness to face the challenges of the world of work (Budimansyah, 2002; Djahiri, 2001).

Thus, the application of portfolio evaluation not only supports the success of Merdeka Curriculum, but also bridges meaningful learning with the demands of vocational education. This evaluation helps students build understanding, confidence, and responsibility in their learning process, while providing teachers with accurate data to design further learning that is more personalized and relevant.

c) Research Findings on the Impact of Portfolio Assessment on Indonesian Language Competency

Various research results show that portfolio evaluation makes a positive contribution to improving Indonesian language competence, especially in the aspect of writing skills. The study conducted by Sulistyono et al. (2020) concluded that the application of portfolio assessment can improve students' writing skills, especially in global aspects such as text content and organization. Students benefit in the form of increased awareness of the learning process, as they are actively involved in compiling, revising and reflecting on their work. This continuous evaluation not only assesses the final product, but also supports the reinforcement of a meaningful learning process.

Another study by Efendi, Usman, and Muslem (2017) also confirmed that portfolios can increase students' motivation and engagement in learning to write. Learners feel more responsible for their learning outcomes because every task done has personal value and is well documented. This has implications for increasing students' discipline and seriousness in completing writing assignments, because they realize that the process will be assessed thoroughly, not just the end result. Portfolio evaluation also encourages the development of reflective and critical thinking skills, which are very relevant to the literacy demands in the Merdeka Curriculum.

In addition, Ma'arif et al. (2021) through their research showed that the use of portfolios can foster autonomous and responsible learning attitudes. In the context of Indonesian language learning, this is very important because students are not only required to be able to write technically, but also to understand the meaning and context of what is written. Portfolios help students conduct self-assessment and develop improvement strategies for their weaknesses. Thus, portfolios serve as a means to foster metacognition that supports the development of language skills as a whole.

These studies confirm that portfolio evaluation is not only an assessment method, but also an integral part of a deep and transformative learning process. In the context of SMK, the application of this evaluation is very relevant as it supports contextualized and project-based learning. Through systematically organized documentation of learning outcomes, teachers can obtain a comprehensive picture of students' competency achievements, while students have the opportunity to assess and develop themselves continuously. Therefore, it can be concluded that portfolio evaluation has a significant influence in improving the quality of Indonesian language learning conceptually and practically.

3. Benefits and Challenges of Portfolio Evaluation Practices in Vocational Schools

Portfolio evaluation provides a number of significant benefits in Indonesian language learning in vocational schools, especially since this approach emphasizes authentic, continuous and process-based assessment. In practice, portfolio evaluation encourages students to be actively involved in the learning process, reflect on their progress, and develop improvement strategies for weaknesses. This reinforces the values of vocational education that emphasize the formation of independent, responsible attitudes and mastery of applicable skills. In addition, systematic documentation in portfolios allows teachers to conduct more objective and in-depth assessments, because the data reviewed comes from concrete and measurable learning processes and products.

a) Benefits of Portfolio Evaluation in Indonesian Language Learning in Vocational Schools

Portfolio evaluation provides a number of significant benefits in improving the quality of Indonesian language learning in Vocational High Schools (SMK). Various studies have identified a number of positive contributions from the implementation of portfolios in vocational contexts. These benefits are described as follows:

1) Increasing Learner Involvement and Responsibility

Portfolio evaluation encourages students' active involvement in the learning process. By involving students in the selection of their work and the compilation of the portfolio, there is a sense of ownership of their learning outcomes. This contributes to increased student responsibility and independence in completing learning tasks (Sulistyo et al., 2020; Efendi, Usman, & Muslem, 2017).

2) Supports Reflection and Self-Development

One of the advantages of portfolios is their ability to form reflective habits. Through reflection on documented learning outcomes, students can identify weaknesses and develop self-improvement strategies. This is in accordance with the view that portfolio evaluation fosters students' metacognitive awareness in managing their learning process (Ma'arif et al., 2021).

3) Comprehensive Assessment of Process and Product

Portfolio evaluation assesses not only the end result, but also the overall learning process. In the context of vocational education, this is important because it assesses skills as a whole, including cognitive, affective and psychomotor aspects (Setiamihardja, 2020). The collection of work in the portfolio provides a concrete picture of the development of student competencies within a certain time.

4) Improving the Quality of Feedback and Teacher-Student Interaction

Portfolios facilitate the provision of specific and ongoing formative feedback. Teachers can review students' progress periodically and provide feedback that helps students improve the quality of their work. This interaction strengthens communication between teachers and students and creates a more personalized and dialogical learning space (Budimansyah, 2002).

5) Realizing Contextual and Meaningful Learning

In a vocational environment that emphasizes employability skills, portfolios enable the integration of academic tasks with vocational contexts. For example, the task of writing a job application letter, industrial practice report, or technical procedure text can be made part of the portfolio assessment. Thus, Indonesian learning becomes more contextualized and meaningful (Kemendikbudristek, 2022; Djahiri, 2001).



With all these benefits, portfolio evaluation not only acts as a measuring tool, but also as a learning instrument that shapes students' activeness, responsibility, and readiness to face the challenges of the world of work as a whole.

b) Challenges of Portfolio Evaluation in Indonesian Language Learning in Vocational Schools

Although portfolio evaluation offers various advantages in supporting reflective and authentic learning, its implementation in Vocational High Schools (SMK) is not free from a number of challenges. Some of the obstacles that often arise include time constraints, teachers' administrative burden, low student understanding, and lack of technical training for educators. These challenges can hinder the effectiveness of portfolio implementation as a balanced formative and summative assessment instrument. Therefore, identifying and addressing these issues is an important aspect of optimizing the implementation of portfolio evaluation in SMK.

1) High Administrative and Time Burden for Teachers

One of the main challenges that teachers often face in implementing portfolio evaluation is the additional workload of documenting, proofreading, and providing feedback on each student's document on a regular basis. With a large number of students in a vocational class, this process can be very time-consuming and laborious (Abduh, 2019). In addition, teachers are required to be consistent and fair in assessing each student's progress, which requires great care and precision.

2) Lack of Teacher Competence in Designing and Managing Portfolios

Not all teachers have sufficient experience or understanding of portfolio evaluation design and implementation strategies. Some teachers are still accustomed to conventional assessments that are results tests, making it difficult to compile assessment rubrics, provide reflective feedback, and facilitate student reflection activities (Setiamihardja, 2020; Ma'arif et al., 2021). The lack of training or technical guidance related to portfolios is another inhibiting factor.

3) Students' Lack of Understanding and Motivation for the Purpose of Portfolio Evaluation

On the student side, not a few still view portfolio assignments as a mere formality. When students do not understand that portfolios are a medium of reflection and a tool to see the development of their competence, the process of preparing portfolios tends to be done carelessly and meaninglessly. Efendi et al. (2017) showed that the success of portfolios depends heavily on students' awareness of the evaluative and formative functions of this instrument.

4) Limited Supporting Facilities, Especially Digital Technology

Manual (printed) portfolio implementation requires storage space, stationery, and other logistics that are not always available in all educational units. Meanwhile, the more practical use of digital portfolios faces infrastructure barriers, such as limited devices, internet networks, and digital literacy of teachers and students (Budimansyah, 2002; Ma'arif et al., 2021). In fact, portfolio digitization can reduce the administrative burden and increase the efficiency of the evaluation process.

Facing these challenges, systematic support is needed in terms of school policies, teacher training, and student assistance in understanding the concept of portfolio evaluation. If these obstacles can be overcome, the potential of portfolios as an in-depth, contextual, and reflective evaluation tool will be optimized in supporting Indonesian language learning in vocational schools.

CONCLUSION

Portfolio evaluation is an assessment approach that has formative, sustainable and process-oriented characteristics. In Indonesian language learning at Vocational High Schools (SMK), portfolio evaluation provides a more meaningful assessment alternative because it not only measures the end result, but also assesses the learning process as a whole. This assessment documents the development of students' language skills over time through a collection of works, reflections, and teacher feedback. Therefore, portfolios can be an effective medium in shaping students' learning awareness and independence.

The existence of portfolio evaluation is also in line with the principles of Merdeka Curriculum, which emphasizes differentiative, contextual, and learner-centered learning. By providing space for students to demonstrate learning progress through authentic documents, portfolios are able to support learning that is adaptive to the needs and interests of learners. In addition, the integration of this assessment in Indonesian learning allows teachers to assess critical thinking skills, reflectiveness, and the ability to organize ideas logically and systematically. This makes portfolio evaluation not only an assessment instrument, but also an integral part of a transformative educational process.

Despite its great potential, the implementation of portfolio evaluation in SMK faces a number of challenges, including teachers' administrative burden, time constraints, and lack of training related to authentic assessment. Therefore, the implementation of portfolios must be designed systematically, starting from planning, developing rubrics, selecting works, to providing continuous feedback. Teachers need to be provided with technical and pedagogical training in order to have the ability to manage portfolio evaluation effectively and efficiently. On the other hand, policy support from schools and the use of digital technology are key to overcoming the obstacles in the field.

Overall, portfolio evaluation can be used as a strategy to strengthen Indonesian literacy in vocational schools because it is able to integrate learning with natural assessment. This assessment provides space for students to think reflectively, convey ideas in writing and develop contextualized communicative skills. With a planned and directed implementation, portfolio evaluation can improve the quality of the learning process and outcomes of Indonesian language as a whole. Therefore, developing and optimizing the use of portfolios is very relevant to support the achievement of Indonesian learning objectives in the context of vocational education.

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