

Evaluation of Portfolio-Based Assessment of Students' Cognitive Abilities in Indonesian Language Subjects for Class VI MIS Tarlawi

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ABSTRACT

This study aims to evaluate the implementation of portfolio-based assessment and its contribution to students' cognitive abilities in the Indonesian language subject for grade VI at MIS Tarlawi. The background of this study is based on the importance of implementing authentic assessment in learning that is not only oriented to the final results, but also pays attention to the students' learning process continuously. This study uses an evaluative approach with a qualitative research type. Data collection techniques are carried out through observation, interviews, and documentation. Data analysis uses qualitative descriptive techniques through the stages of data reduction, data presentation, and drawing conclusions. The results of the study; 1) portfolio-based assessment in grade VI MIS Tarlawi has been running well and in accordance with the objectives of Indonesian language learning and has a positive impact on students' cognitive abilities. 2) Assessment is carried out continuously through the collection of various student assignments, such as writing stories, making summaries, and answering questions. 3) Portfolio assessment helps teachers monitor students' learning progress, students also become more active, responsible, and motivated in doing assignments because each work result is checked and given feedback by the teacher as a form of assessment.

Keywords: Evaluation, Portfolio Assessment, Cognitive Ability, Indonesian.

INTRODUCTION

The demands of 21st-century education in the national curriculum policy through the 2013 Curriculum and its improvements, which emphasize the integration of knowledge, skills, and attitudes ¹. The curriculum encourages students to not only understand information, but also be able to process, criticize, and apply ideas in real situations. These competencies are implemented through various subjects, one of which is Indonesian, which has a strategic role in developing students' literacy, communication, and cognitive abilities ². Learning Indonesian not only aims to enable students to speak well and correctly, but also to be able to use language as a tool for thinking, reasoning, and solving problems creatively and logically.

Students' cognitive abilities are a crucial and essential component of modern education. These abilities are understood as cognitive processes involving identifying and analyzing information, evaluating arguments, and drawing conclusions based on evidence or data. Cognitive abilities relate not only to the ability to understand information but also to

¹ Reno Fernandes, "The Relevance of the 2013 Curriculum to the Needs of Students in the Era of the 4.0 Revolution," *Jurnal Socius: Journal of Sociology Research and Education*, Vol 6, No. 2 (2019), 78.

² Henry Guntur Tarigan, *Speaking; As a Language Skill*, (2019), 65.

systematically examine its validity and relevance. ³These cognitive abilities help students not accept information at face value but encourage them to ask questions, consider other perspectives, and construct reasoning *-based arguments* .⁴

Portfolio-based assessment is a form of authentic assessment *that* provides opportunities for students to display the learning process and results comprehensively, not only as a collection of *works* , but also as an instrument to monitor the development of abilities, build self-reflection, and assess the quality of thinking and argumentation within a certain time span ⁵. Learning Indonesian, the application of portfolios in this subject requires the ability to read, process information, analyze readings, express opinions, and express the results of their work ⁶. Learning Indonesian for grade VI at MIS Tarlawi, where assessment is still oriented towards written assignments and end-of-semester summative tests, learning has not consistently provided space for students to develop their abilities and courage in expressing opinions and conveying their ideas ⁷.

The curriculum demands that lead to strengthening students' literacy and cognitive abilities, the gap between pedagogical demands, the concept of authentic evaluation, and conventional evaluation practices at MIS Tarlawi are important reasons for the need for research on portfolio-based assessment evaluation of students' cognitive abilities ⁸. This study not only aims to provide an empirical picture of the extent to which portfolios can be an evaluation instrument for Indonesian language learning, but also to evaluate how portfolio implementation can contribute to the development of cognitive abilities of grade VI MI students.

The urgency of this research becomes increasingly apparent when linked to the demands of 21st-century education, literacy skills, and the Independent Curriculum policy, which encourages authentic assessment *in* Indonesian language learning. Authentic assessment, including portfolios, emphasizes the simultaneous learning process and outcomes, making it highly relevant for evaluating students' cognitive abilities. However, in practice, its implementation does not always align with theoretical concepts, particularly in elementary school (MI) educational units with limited resources, technical guidance, and assessment tools. Evaluation of the implementation of portfolio-based assessments can provide an empirical overview of learning evaluation practices and the extent to which these instruments contribute to students' cognitive abilities.

There are strong reasons why the research on "Portfolio-Based Assessment Evaluation of the Cognitive Abilities of Indonesian Language Students of Grade VI at MIS Tarlawi" is important to be conducted. This research has an academic contribution in enriching the study of authentic assessment in the MI/SD environment. This research is not only relevant in the context of MIS Tarlawi, but also in the context of developing evaluation practices in basic education more broadly.

³ Peter A. Facione , “*Critical Thinking: What It Is And Why It Counts*,” *Insight Assessment*, Vol 1, No. 1 (2011), 19.

⁴ Irfan Efendi, Melisa Prawitasari, and Heri Susanto, “Implementation of Learning Assessment in the 2013 Curriculum for History Subjects,” *Prabayaksa: Journal of History Education*, Vol 1, No. 1 (2021), 23.

⁵ Rina Marlina Putri and Dedi Kurniawan Hidayat, “ *Data-Based Assessment for Improving Learning Quality*,” *Innovation in Teaching and Learning*, Vol. 1, No. 3 (2025), 80 .

⁶ Trimansyah Trimansyah, “School Literacy Movement and Efforts to Improve Students’ Reading Skills at MI Sambinae, Bima City,” *Fashluna* Vol 5, No. 1 (2024), 49.

⁷ Standards Agency Et Al., “ *Learning and Assessment* ,” Jakarta: Ministry of Education and Culture, (2022), 4.

⁸Khairunnisa, *Initial Interview with Indonesian Language Teacher Mis Tarlawi* , (January 2026).

RESEARCH METHODS

The research method used in this proposal is a qualitative research with an evaluative type of research, which aims to gain an in-depth understanding of the implementation of portfolio-based assessment and its contribution to students' cognitive abilities in the Indonesian language subject of grade VI MIS Tarlawi⁹. This approach was chosen because it allows researchers to dig up data naturally according to real conditions in the field through direct interaction with research subjects. Data sources in this study consist of primary data, namely the Indonesian language subject teacher of grade VI and grade VI students of MIS Tarlawi, as well as secondary data in the form of supporting documents such as portfolio assessment instruments and rubrics, student work, and teacher assessment notes¹⁰. Data collection techniques are carried out through observation, interviews, and documentation to obtain complete and complementary data. The research subjects are teachers and grade VI students, while the research object focuses on the implementation of portfolio-based assessment and students' cognitive abilities in Indonesian language learning. The data analysis technique used is qualitative descriptive analysis with the stages of data reduction, data presentation, and drawing conclusions, so that the data obtained can be processed systematically to produce a complete and valid picture of the implementation of portfolio assessment and its relationship to students' cognitive abilities¹¹.

RESULTS AND DISCUSSION

Implementation of Portfolio-Based Assessment Evaluation in Indonesian Language Subjects

Observations and interviews for portfolio-based assessment evaluations are conducted continuously throughout the learning process. Teachers collect various student work related to Indonesian, such as simple story writing assignments, reading summaries, question-answering exercises, and paragraph writing assignments. Student assignments are stored in a portfolio folder prepared by the teacher. The portfolio is then periodically assessed to track student learning progress over time. Teachers not only assess the final results but also consider improvements made to previous assignments. Interviews revealed that portfolio assessment facilitates monitoring student learning progress, particularly in reading and writing skills.

Students' Cognitive Abilities After Implementing Portfolio-Based Assessment

The results of the analysis of student assignments showed an increase in cognitive abilities after the implementation of portfolio-based assessment. This improvement was evident in students' ability to understand text content, identify main ideas, answer questions based on the reading, and draw conclusions.

In the initial stages, some students still had difficulty understanding the text's overall content. Their answers tended to be brief and unsystematic. After several portfolio assignments, students showed significant improvement. Most began to be able to answer questions in more coherent sentences, use appropriate language, and summarize the reading accurately. This demonstrates that portfolio assessment positively contributes to the development of students' thinking skills.

⁹ Dr Sugiyono, *Educational Research Methods: Quantitative, Qualitative and R&D Approaches*, (2013), 60.

¹⁰ Bima Wahyudin Rangkuti, *Development of Criteria in Educational Program Evaluation*, ND, (Accessed February 10, 2026), 2.

¹¹ Suharsimi Arikunto, "Research Procedures: A Practical Approach," (*No Title*, 2018), 274.

Supporting and Inhibiting Factors in the Implementation of Portfolio-Based Assessment

Supporting factors in the implementation of portfolio-based assessments include teacher readiness in compiling assignments that are appropriate to the learning material, student involvement in actively completing assignments, and support for learning media used in the learning process. Inhibiting factors found include teachers' limited time to examine all student work in detail, differences in student abilities in completing assignments, and a lack of awareness among some students in maintaining the tidiness of their portfolios.

Interview results revealed that portfolio-based assessments provide positive benefits in the learning evaluation process. According to informants, portfolio assessments facilitate teachers' ongoing monitoring of students' development, particularly in reading comprehension, writing simple stories, and answering questions based on text content. This progress is evident in the improvement in students' work on each assignment, from the initial assignment to subsequent assignments.

The implementation of portfolio-based assessment is also considered capable of increasing student responsibility in learning. This is because all student work is collected and continuously assessed, so students are not only focused on final grades but also pay attention to their learning process. Portfolio assessment serves not only as a tool for evaluating learning outcomes but also as a means to build student discipline, responsibility, and motivation throughout the learning process.

Researchers also conducted interviews with several sixth-grade students. One student reported that portfolio assessments made them more enthusiastic about learning because their assignments were collected and reviewed regularly by the teacher.

Based on an interview with a sixth-grade student at MIS Tarlawi, it was found that the implementation of portfolio-based assessment had a positive impact on student learning motivation. Students expressed that they became more enthusiastic about completing assignments because each assignment was regularly reviewed by the teacher and provided feedback on any errors found. The teacher's corrections and guidance provided students with the opportunity to improve their assignments in subsequent assignments, making the learning process more meaningful.

Portfolio-based assessment also helps students understand Indonesian language learning materials, particularly in reading and writing. Through story-writing and summary assignments, students are encouraged to read the text more carefully before answering questions or compiling written work. This demonstrates that portfolio assessment can train students' thoroughness in understanding reading content and improve their ability to process information obtained from learning materials. Portfolio-based assessment not only assists teachers in conducting evaluations but also positively impacts students' learning motivation and cognitive abilities, particularly in understanding Indonesian language material.

The results of the study above indicate that portfolio-based assessment in grade VI of Mis Tarlawi has been running well and in accordance with the objectives of Indonesian language learning. Portfolio assessment provides an opportunity for teachers to assess the overall learning development process of students. Students are also more motivated to improve their work because each assignment is part of the assessment. Regarding cognitive abilities, the results of the study show that students experienced improvements in their ability to understand, analyze, and summarize learning materials. Thus, portfolio-based assessment can be said to be effective in improving students' cognitive abilities in Indonesian language subjects.

DISCUSSION

Research conducted in grade VI of MIS Tarlawi found that portfolio-based assessment has a positive impact on the Indonesian language learning process. This assessment is carried out by continuously collecting student work throughout the learning process, such as writing stories, summarizing, and answering questions. Teachers can see the development of students' abilities over time, not just assessing the final results. The implementation of portfolio assessment helps teachers monitor student abilities, especially in reading and writing ¹². Teachers can track student progress through the results of assignments collected periodically.

Portfolio assessment also has a positive impact on students' cognitive abilities. This is evident in the students' increased ability to comprehend reading material, determine main ideas, answer questions, and draw conclusions. At the beginning of the lesson, some students still had difficulty understanding the text and their answers were still brief. After completing several portfolio assignments, students began to be able to answer questions better and use more coherent sentences. Portfolio assessment can improve students' thinking skills because they are trained to understand, analyze, and draw conclusions from the information they have worked on ¹³. By repeatedly completing assignments, students become more accustomed to thinking systematically in completing their work.

Portfolio assessment also makes students more enthusiastic about learning. Interviews have shown that students feel more motivated because each assignment is reviewed and corrected by the teacher. Students also feel happy because they can improve on previous assignments to achieve better results. Portfolio assessment can increase student motivation because students feel their work is valued and noticed by the teacher ¹⁴. Portfolio assessment not only helps in assessing learning outcomes but also helps increase students' enthusiasm and confidence in learning.

Supporting and inhibiting factors. Supporting factors include teacher preparedness in creating learning assignments, student activeness in completing assignments, and the availability of learning media to support the learning process. Meanwhile, inhibiting factors include teachers' limited time to review all student assignments and differences in student abilities in completing portfolio assignments. Although some obstacles remain, portfolio-based assessment in grade VI of MIS Tarlawi has been successful. This assessment has been proven to help improve students' cognitive abilities in learning Indonesian, particularly in understanding, analyzing, and concluding learning materials.

CONCLUSION

Research conducted in grade VI of MIS Tarlawi concluded that the implementation of portfolio-based assessment in Indonesian language subjects was successful and positively contributed to students' cognitive abilities. Portfolio assessment was carried out continuously through the collection of various student work, such as writing simple stories, summaries, answering questions, and composing paragraphs. Through this assessment, teachers not only assess the final learning outcomes but also monitor students' learning progress over time in a

¹² Sukanti Sukanti, "Utilization of Portfolio Assessment in Improving Accounting Learning Outcomes," *Indonesian Journal of Accounting Education*, Vol 8, No. 2 (2010), 67.

¹³ Komang Bela Pradnya Sari, Ni Luh Putu Eka Sulistya Dewi, and Ni Putu Era Marsekawati, "The Effect of Portfolio Assessment on Students' Writing Skills During Online Learning," *Muara Pendidikan Journal*, Vol 7, No. 2 (2022), 265.

¹⁴ Kusuma Ningrum Sawalichia, "Development of Portfolio Assessment Instruments in Indonesian Language Learning," *Perspektif: Journal of Education and Language Studies Yupedumenu: Islamic College of Islamic Education Foundation Kaimuddin Baubau*, Vol 2, No. 3 (2024), 120.

more comprehensive manner. Furthermore, the feedback and corrections provided by teachers on each assignment made students more active, responsible, and motivated in learning.

The implementation of portfolio-based assessment can improve students' cognitive abilities, particularly in understanding reading content, analyzing information, determining main ideas, and summarizing Indonesian language learning materials. Students who initially struggled to understand texts and organize answers systematically experienced improvements after being given portfolio assignments repeatedly and continuously. Portfolio-based assessment serves not only as a learning evaluation tool but also as an effective means of developing students' critical and systematic thinking skills.

Although there are still some obstacles in its implementation, such as teachers' limited time to check students' assignments in detail and differences in students' abilities in completing assignments, overall, portfolio assessment has had a positive impact on the Indonesian language learning process in grade VI of MIS Tarlawi. Portfolio-based assessment can be used as an alternative, effective authentic assessment to improve the quality of learning and cognitive abilities of students in elementary schools or Islamic elementary schools.

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