

Portfolio Assessment in Scope of Learning Competence-Based Islamic Religious Education (PAI)

Nurhayani^{1*}, Maria Botifar², Deri Wanto³
IAIN Curup Bengkulu

Corresponding Author: Nurhayani nurhyanilebong@gmail.com

ARTICLE INFO

Keywords: Assessment, Portfolio, Education, Islamic Religion

Received : 29, November

Revised : 22, December

Accepted: 30, January

©2023 Nurhayani, Botifar, Wanto:
This is an open-access article distributed under the terms of the [Creative Commons Atribusi 4.0 Internasional](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

Portfolio assessment is a method of continuous assessment with various collections of information or documentation of one's work taken during the learning process within a certain period of time and stored in a bundle in a systematic and organized manner. This assessment is considered by some educational researchers to be an alternative assessment in the modern world and much more reliable and valid than standard assessment. The portfolio assessment model is suitable for subjects that demand student learning outputs in terms of knowledge, skills and attitudes. The aspects measured in the portfolio assessment are the three domains of child psychology development, namely cognitive, affective and psychomotor. The components of the portfolio assessment include: (1) teacher notes, (2) student work results, and (3) student development profiles. Functions of portfolio assessment is as a tool for knowing the progress of competencies that have been achieved by students and diagnosing students' learning difficulties, providing feedback for the benefit of improving and perfecting the teaching and learning process.

INTRODUCTION

Education has an important role in human life. Thus, the existence of educators and students is very necessary in the process of learning and assessment. One of the tasks of educators is to obtain information about student achievement and progress, and to make this information effective in achieving educational goals.(Harahap, 2022). The Qur'an has carried out an important process in human education since the first revelation was revealed to the Prophet Muhammad SAW. These verses invite all human beings to gain knowledge through reading education. This is stated in the Word of God QS. Al-'Alaq: 1-5 which means: "Read by (mentioning) the name of your Lord who created, He has created man from a clot of blood. Read, and it is your Lord, the Exalted, Who teaches (man) with a pen, He teaches man what he does not know." (Al-Qur'an, 2019).

Assessment or assessment is the process of gathering information that is used to make decisions related to educational policies, the quality of educational programs, curriculum quality, teaching quality, or the extent to which knowledge a student has acquired about the teaching materials that have been taught to him. Once the importance of an assessment in the educational process. Because in process teacher assessment can monitor student learning progress by looking at student learning processes and outcomes. The teacher's ability to carry out assessments is one of the factors that influences success in education.(Suwarno, 2021).

Education and psychology experts in Indonesia have provided many views and analyzes on the quality of education, but until now it has never been completed, and new educational problems have emerged.(Suwarno, 2016). The problem of education quality that is widely discussed is the low learning outcomes of students. Even though we know that learning outcomes are heavily influenced by various factors, including attitudes and study habits, learning facilities, motivation, interests, talents, association, family environment, and what is equally important is the teacher's professional ability in assessing learning outcomes. themselves.(Taufiqurrahman et al., 2018).

Internal and external factors have an important influence on the development process of students. Teachers are used to routine assessment activities that are practical and economical in nature, so it is not surprising that teachers use many of the same questions from year to year. In fact, teachers often attend training on learning evaluation or assessment of learning outcomes, but after the training, they still return to their original habitat, namely giving written tests, both formative and summative, without making variations, improvements, refinements or innovations in the implementation of assessments.(Asfiyah, 2021).

Internal and external factors have an important influence on the development process of students. Teachers are used to routine assessment activities that are practical and economical in nature, so it is not surprising that teachers use the same questions from year to year. (Suwarno, 2016) Actually teachers often attend training on learning evaluation or assessment of learning outcomes, but after training , they still return to their original habitat, namely

giving written tests, both formative and summative, without making variations, improvements, improvements or innovations in the implementation of the assessment.(Idrus, 2019).

The complexity of the types of learning assessment at this time, so that it can influence teachers in conducting assessments. Conditions where the teacher gives assignments that students must do outside the classroom (PR), but rarely does the teacher correct student work and return it without any feedback/comments, criticisms and suggestions for student progress. What students often experience is that the teacher often gives assignments, but rarely gives feedback on the tasks done by students.(Rahayu, 2019).

Good and effective learning is one that is able to facilitate learning in a fair and equitable manner (not discriminatory), so that students can optimally develop their potential. This is in line with Sumarna Surapranata explaining in his portfolio assessment book, proper assessment for students not only shows complete student behavior, but also real-life student behavior that is in line with parents' expectations (Bararah, 2017). Justice in learning is the teacher's obligation and the right of students to obtain it. In practice, many teachers are not fair in making assessments, thus harming the development of students, and this is a teacher's mistake that is often made, especially in assessment. Strive in the assessment to give awards to students in accordance with the efforts they make during the learning process.(Bulhayat, 2019). Therefore, in giving an assessment it must be done fairly, and truly is a reflection of the behavior of students.

Starting from the problem above, the writer is interested in writing a portfolio assessment, which is one model of assessing students, namely learning assessment by collecting artifacts owned by students (both in the form of writing, as well as various appearances that are stored neatly). , which describes the development of learning or shows the best achievements produced by students in the classroom or outside the classroom while participating in the learning program, based on the indicators and criteria set.

LITERATURE REVIEW

Etymologically, the portfolio comes from two words, namely port (abbreviation of report) which means report and folio which means full or complete.(Assof et al., 2022). So portfolio means a complete report of all the activities a person does. In general, a portfolio is a collection of documents for a person, group, institution, organization, company or the like which aims to document the development of a process in achieving the goals set.(Rosananda & Hadi, 2018). The portfolio includes various examples of student work depending on the breadth of objectives. What should be written depends on the subject and purpose of using the portfolio.(Sukanti, 2010). This example of student work provides a basis for considering the progress of their learning and can be communicated to students, parents and other interested parties.(Nuraeni, 2019). Portfolios can be used to document student development.(Magdalena et al., 2020). Because realizing the learning process is very important for life success, portfolios can be used by students to see their

own progress, especially in terms of development, attitude skills and expression towards something. (Patandean & Fisika, 2014).

In general, in the world of education, a portfolio is a collection of student work or notes about students that are properly and regularly documented. (Santoso, 2014) Portfolios can take the form of tasks done by students, student answers to teacher questions, notes on teacher observations, notes on teacher interviews with students, student activity reports and essays or journals made by students. (Dwi Oktofa, Asep Nursangaji, 2013). Portfolio is a collection of the work of a student, as a result of carrying out performance tasks, which are determined by the teacher or by students with the teacher, as part of an effort to achieve learning goals, or achieve the competencies specified in the curriculum. (Jailani, 2012). Portfolios in this sense can be used as an assessment instrument or one of the components of an assessment instrument, to assess student competency, or assess student learning outcomes. (Dwi Oktofa, Asep Nursangaji, 2013). Such a portfolio is also called 'portfolio for assessment' or 'portfolio evaluation'. Portfolio assessment is a method of continuous assessment, by systematically collecting information or data on the results of one's work. (Surawati., 2019) The aspects measured in the portfolio assessment are the three domains of child psychology development, namely cognitive, affective and psychomotor. (Suwarno, 2021).

Portfolio can actually be interpreted as a form of physical object, as a pedagogical social process, or as an adjective." (Febrianti et al., 2021). As a form of physical object, the portfolio is a bundle, namely a collection or documentation of students' work that is stored in a bundle. For example, the results of the initial test (pre-test), assignments, anecdotal notes, award certificates, descriptions of carrying out structured assignments, the results of the final test (post-test), and so on. As a pedagogical process, a portfolio is a collection of learning experiences contained in the minds of students in the form of knowledge (cognitive), skills (skills), as well as values and attitudes (affective). (Budiati, 2022). Meanwhile, as an adjective portfolio is often juxtaposed with other concepts, for example with the concept of learning and assessment. When juxtaposed with the concept of learning, the term portfolio-based learning is known, whereas when juxtaposed with the concept of assessment, the term portfolio-based assessment is known. (Abdul & Arifin, n.d.). Portfolios are usually the selected work of a student. But it can also be selected works from a class as a whole that work cooperatively to make policies to solve problems. The term "selected work" is a key word in the portfolio. (Mubarak, 2021) The meaning is that what must be an accumulation of everything that students find from their topic must contain materials that describe students' best efforts in doing the tasks given to him, as well as include his best judgment about which ingredients are most important. (Santoso, 2014).

The portfolio-based valuation model refers to a number of basic valuation principles. The basic principles of assessment referred to are process and outcome assessment, periodic and continuous assessment, fair assessment, and assessment of the social implications of learning. Meanwhile, the portfolio assessment indicators are formative and summative tests, structured

assignments, daily behavior records, activity reports outside of school.(Budiati, 2022).

METHODOLOGY

This study uses a type of literature research, namely research that seeks to examine various literature as data material.(Zed, 2004). Library research is a study that is used to collect information and data with the help of various kinds of materials in the library such as documents, books, magazines, historical stories, and so on.(Sari, 2020) The data sources for this research are primary data sources and secondary data source. Then, after the data was collected, it was analyzed using content analysis.(Khusnul Auliyah, Suwarno, Uswatun Chasanah, 2021).

RESULT

In the process of Teaching and Learning Activities (KBM), the process of testing or assessment is a component that is no less important than other processes. Assessment or testing or often also called assessment has many models, such as class-based assessment, benchmarking, and portfolios.(Dharmadi, 2012). The portfolio was originally only a form of physical object, meaning as a collection or documentation of students' work that was stored in a bundle, for example initial test results, anecdotal note assignments, award certificates and final test results.(Heryanto, 2018). As a pedagogical social process , a portfolio is a collection of learning experiences (collection of learning experience) and this can be in the form of knowledge (cognitive), skills (skills), values or attitudes (affective) contained in the minds of students.(Widodo Widodo, 2020). Widodo further explained that the portfolio is a learning concept and an assessment concept, which is known as portfolio-based learning (portfolio based assessment).

Portfolio-based learning positions students as the central point (student oriented). (Widodo Widodo, 2020). In the learning process students must be motivated to want and be able to do something to enrich their work experience by intensifying interaction with their environment.(Rahayu, 2019). With this interaction it is expected to be able to build an understanding of the world around them, self-confidence and the personality of students who understand diversity which in turn can develop positive attitudes and tolerant behavior towards diversity and differences in life patterns.(Suwarno et al., 2021).. Thus portfolio learning is a participatory learning model, namely learning while doing (learning by doing) with the following processes (1) identifying problems; (2) selecting problems as material for class study; (3) collect information on the problems to be studied; (4) developing a class portfolio; (5) present a portfolio; and (6) reflect on learning experiences.(Widyastuti, 2017).

The portfolio assessment model is suitable for subjects that demand student learning output in terms of knowledge, skills and attitudes. This assessment is in the form of an assessment of a collection of students' work that is systematically arranged and organized which is taken during the learning process within a certain period of time.(Mubarak, 2021). There are several

reasons why using portfolio assessment because: first, it can appreciate the learning process of student learning outcomes. Second, Documenting the ongoing learning process, third, Paying attention to the achievements of students who do have achievements. Fourth, exchange information with parents/guardians, students and teachers. fifth, Improving the effectiveness of the teaching process. Sixth, can reflect on the ability to take risks and conduct experiments. Seventh, Can foster and accelerate the growth of self-concept in students. Eighth, students view it more objectively and openly compared to traditional assessments because students assess their own performance results. Ninth, Assist students in formulating goals.(Ferdiana et al., 2019).

In the learning process the main principle is the process of involving all/most of the students' potential (physical and non-physical) and its meaning for themselves and their life now and in the future (life skills).(Nasution et al., 2022). In learning portfolio-based there are 7 principles, namely cooperative group learning, student based, democratic-munanistic and transparent, factual based (learning material related to life), multi dimensional, namely multi domain, multi facet, multi media/source and multi assessment, function teachers as classroom facilities and places, schools and outside schools.(Muslihasari & Cholifah, 2019). Broadly speaking, the principles of portfolio learning in essence are:

- a. The Four Pillars of Education. The four pillars of education as the basis for the portfolio-based learning model are learning to do, learning to know, learning to be and learning to live together, which was proclaimed by UNESCO. This implies that in learning we should not treat students like empty tanks that are always filled with various information through lectures.(Priscilla & Yudhyarta, 2021).
- b. Constructivism view. Constructivism teaches about the nature of human learning. According to constructivism learning is constructing understanding or knowledge, by matching new phenomena, ideas or activities with existing knowledge and believing that it has been learned. In this case the keyword is construct. Consequently, students in the learning process should seriously build this or meaning from a meaningful learning point of view, not just rote memorization or imitation.(Laksana, 2016).
- c. Democratic Teaching. Through portfolio-based learning activities, students are trained and accustomed to living in a democracy. The democratic process starts from the formulation of class problems to the presentation of the portfolio. This can be seen in the activities and creativity of students who are so free to express their various learning experiences. This is of course a positive effort in realizing democratic life, including in Indonesia.(Juliani & Widodo, 2019).
- d. Principles of Active Student Learning Student activity in the learning process using a portfolio-based learning model is very visible. This can be seen from the stages or steps of the activity, where almost all activity steps involve all student activities.(Lubis, 2022).

- e. Cooperative Study Group. The learning process with a portfolio-based approach is clear and applies a cooperative learning system, namely a learning process based on cooperation. Collaboration between students and between other components in schools, including school collaboration with parents of students and related institutions.(Hasanah, 2021).
- f. Participatory Learning. The learning process with a portfolio-based approach also adheres to the basic principles of participatory learning, because through this model students learn while doing (Learning by doing). One form of democratic life journey. Because every step in this model has a meaning that has to do with the practice of democratic life.(Subekhan, 2020).
- g. Reactive Teaching. In the learning process with a portfolio-based approach, teachers need to create the right strategy so that students have high learning motivation.(Hidayat et al., 2021). Such motivation will be created if the teacher can convince students of the usefulness of subject matter for real life.(Suwarno, 2017). Likewise, the teacher must be able to create situations so that the subject matter is always interesting, not boring. The teacher must have high sensitivity to immediately find out that learning activities are boring for students. If this happens, the teacher must immediately find a way to overcome it. This is the creative type of teacher.(Samsuir et al., 2018). The characteristics of creative teachers include the following: making students the center of learning activities, learning begins with things that students already know and understand, always trying to arouse student learning motivation by making subject matter something interesting and useful for students' lives he immediately recognizes material or learning methods that make students bored.(Ismail, 2019). If this is encountered, he immediately deals with it.

Portfolio assessment is a continuous assessment based on a collection of information that shows the development of students' abilities in a certain period. This information can be in the form of students' work in a certain period. This information can be in the form of students' work from the learning process that is considered the best by students. In the portfolio assessment contains important things, namely the collection (storing), selection (sorting) and determination (dating), of a task (task)(Jailani, 2012). Portfolio objectives are applied based on what must be done and who will use this type of portfolio.(Muslihasari & Cholifah, 2019). In class assessments, portfolios can be used to achieve several objectives, including:

- a. Appreciate the progress experienced by students.
- b. Documenting the ongoing learning process.
- c. Pay attention to the best student work performance.
- d. Reflects the ability to take risks and experiment.
- e. Increase the effectiveness of the teaching process.
- f. Exchange information with parents/guardians and other teachers.

- g. Fostering and accelerating the growth of positive self-concept in students.
- h. Increase the ability to do self-reflection.
- i. Assist students in formulating goals.(Jailani, 2012).

Portfolio assessment is basically assessing the work of individual students over a period for a subject. At the end of a period, the works are collected and assessed by teachers and students.(Magdalena et al., 2020). Based on this developmental information, teachers and students themselves can assess the development of students' abilities and continue to make improvements. , music.(Nuraeni, 2019). Portfolios are not only a place for storing student work, but also a source of information for teachers and students.(Magdalena et al., 2020). Portfolios provide follow-up material from a work that has been done by students so that teachers and students have the opportunity to develop their abilities. Portfolios can also function as a tool to see (a) the development of student responsibility in learning, (b) the expansion of learning dimensions, (c) the renewal of the teaching-learning process, and (d) the emphasis on developing students' views on learning.(Santoso, 2014).

Portfolio assessment involves many people. Teachers are not the only raters. The final portfolio assessment is a collaboration of teacher assessments, student portfolio owners, peer students, younger siblings/sisters in class, parents, academics from other institutions (such as/PT/course institutions), and/or other parties who have knowledge and authority regarding the results of the portfolios produced. will be assessed.(Muslihasari & Cholifah, 2019). Given the many parties involved in portfolio assessment, its implementation requires a number of main principles which become the guideline for the assessment. Portfolio assessment departs from five main principles, namely mutual trust, confidentiality, common property, satisfaction, and conformity. Fifth intellectual), according to real daily needs. The principle of conformity is closely related to the future of students.(Santoso, 2014).

The benefits of Portfolio Assessment include, first, the teacher can assess student development and progress. Second, teachers and parents can communicate about their students' work. Third, students become partners with their teachers in terms of the assessment process. Fourth, students can reflect on themselves according to their talents and abilities. Fifth, the assessment is able to objectively assess individuals. Sixth, increasing interaction between students and teachers to achieve a goal. Seventh, Increase student motivation to learn, pride (pride), ownership (ownership), and foster self-confidence (self-confidence). Eighth, achieving complete learning and not just completing the material. Ninth, teachers and supervisors can evaluate teaching programs. Tenth, Increase teacher professionalism.(Anugraheni, 2017).

Student portfolio assessment data is based on the results of a collection of information that has been carried out by students during the learning process. Portfolio assessment components include: (1) teacher notes, (2) student work results, and (3) student development profiles. The results of the teacher's notes are able to provide an assessment of students' attitudes in carrying out portfolio activities. The results of the students' work were able to give a score

based on the criteria of (1) summary of the contents of the portfolio, (2) documentation/data in the folder, (3) document development, (4) summary of each document, (5) presentation and (6) appearance.(Anugraheni , 2017)

The results of the student development profile are able to give a score based on the description of the development of the competency achievement of students at certain intervals. These three components are used as information about the level of progress or mastery of student competencies as a result of the learning process. Based on these three assessment components, the teacher assesses students using benchmark criteria, which means whether students have achieved the expected competencies in the form of a percentage (%) of achievement or by using a scale of 0-10 or 0-100.(Eka Sulistyawati, 2021). Scoring is carried out based on performance activities, with signs or portfolio scoring criteria that have been set.(Eka Sulistyawati, 2021). Student achievement scores can be converted into scores that are on a scale of 0-10 or 0-100 with the benchmark of the total achievement score divided by the score the maximum that can be achieved, multiplied by 10 or 100. In this way, students' scores will be obtained based on their respective portfolios. Portfolio assessment materials include: (1) Written awards. (2) Written verbal award. (3) The results of ordinary work and the results of carrying out tasks by students. (4) Summary list of work results. (5) Notes as a participant in a group work. (6) Examples of work results. (7) Report on the results of the work. (8) Records/reports from other relevant parties. (9) Copy of absence/attendance list. (10) Presentation of completed tasks. (11) Negative notes (for example: warnings) about students.(Eka Sulistyawati, 2021).

Portfolios can be developed in many forms. Forms of portfolio assessment include the following. (1) Anecdotal notes. (2) Writing reflection. (3) Reviews. (4) Reports. (5) Recording video tapes. (6) Photos/pictures. (7) Snippet of writing. (8) Graphs and charts. (9) Computer print out results. (10) Diagram (7) Fill. (8) Notes on discussions/activities at home. (9) Records of something/audiotapes. (10) Drafts. (11) Illustration. (12) Works in the form of objects. (13) Model/makeup. (14) Clipping. (15) Diagrams. (16) Song.(Abdul & Arifin, n.d.).

CONCLUSION

In general, a portfolio is a collection of documents of a person, group, institution, organization, company or the like which aims to document the progress of a process in achieving the stated goals. Portfolios can be used to document student progress. Because realizing the learning process is very important for success in life, portfolios can be used by students to see their own progress, especially in terms of development, attitude skills and expression towards something. Portfolio-based learning positions students as the central point (student oriented). In the learning process students must be motivated to want and be able to do something to enrich their work experience by intensifying interaction with their environment. This interaction is expected to be able to build an understanding of the world around them, self-confidence and the personality of students who understand diversity which in turn can develop positive

attitudes and tolerant behavior towards diversity and differences in life patterns. Thus portfolio learning is a participatory learning model, namely learning while doing (learning by doing) with the following processes (1) identifying problems; (2) selecting problems as material for class study; (3) collect information on the problems to be studied; (4) developing a class portfolio; (5) present a portfolio; and (6) reflect on learning experiences.

The portfolio assessment model is suitable for subjects that demand student learning output in terms of knowledge, skills and attitudes. This assessment is in the form of an assessment of a collection of student works that are systematically arranged and organized which are taken during the learning process within a certain period of time. Therefore teachers should use this assessment so that the quality of learning is increasing.

REFERENCES

- Abdul, R., & Arifin, M. Z. (n.d.). Model Implementasi Penilaian Portofolio Dalam Implementation Model Of Portfolio Assessment In Islamic.
- Al-Qur'an, L. P. M. B. L. dan D. K. A. R. (2019). Al-Qur'an Dan Tejemahannya.
- Anugraheni, I. (2017). Penggunaan Portofolio Dalam Perkuliahan Penilaian Pembelajaran. *Jurnal Pendidikan Dasar Perkhasa*, 3(April), 246-258.
- Asfiyah, S. (2021). Implementasi Penilaian Berbasis High Order Thinking Skills Pada Mapel PAI Dalam Meningkatkan Berpikir Kritis Dan Kreatif Siswa di Tingkat SMP. *Quality: Journal of Empirical Research in Islamic Education*, 9(1), 103-120.
- Assof, M. S., Primayudha, R., & Retha, H. M. A. (2022). Markowitz Untuk Memberikan Keputusan Bobot Optimum Investasi. *Jurnal Kajian Ekonomi Dan Kebijakan Publik*, 7(1), 1-8. <https://journal.pancabudi.ac.id/index.php/jepa/article/view/3963>
- Bararah, I. (2017). Efektifitas perencanaan pembelajaran dalam pembelajaran pendidikan agama islam di sekolah. *Jurnal MUDARRISUNA*, 7(1), 131-147. <https://www.jurnal.ar-raniry.ac.id/index.php/mudarrisuna/article/view/1913>
- Budiati, A. (2022). Meningkatkan Kreativitas Dan Kemandirian Siswa Dalam Belajar Prakarya Melalui Penilaian Portofolio. *PAEDAGOGY: Jurnal Ilmu Pendidikan Dan Psikologi*, 2(1), 59-67.
- Bulhayat, B. (2019). Evaluasi Model CIPP Pada Implementasi KTSP Pendidikan Agama Islam di Sekolah Menengah Atas Jombang. *Al-Adabiya: Jurnal Kebudayaan Dan Keagamaan*, 14(01), 85-102. <https://doi.org/10.37680/adabiya.v14i01.105>
- Dharmadi, M. A. (2012). Digunakan Guru PENJASORKES. *Jurnal Pendidikan Dan Pengajaran*, 45(1), 20-26.
- Dwi Oktofa, Asep Nursangaji, H. (2013). Deskripsi pelaksanaan penilaian portofolio oleh guru terhadap hasil belajar siswa di sma. 1-12.
- Eka Sulistyawati. (2021). Inovasi Asesmen Bermakna Di Era New Normal: Penilaian Portofolio Based On Covid-19 Cae Dalam Perkuliahan Asesmen Pembelajaran Matematik. *Algoritma Journal of Mathematics Education (AJME)*, 3(2), 101-115.
- Febrianti, S., Apriani, T., Tinggi Ilmu Ekonomi Pontianak, S., & Tinggi Ilmu Ekonomi Pontianak, S. (2021). Pembentukan Portofolio Optimal Saham Syariah yang Terdaftar di JII dengan Metode Single Index Model. *Jurnal*

- Ilmiah Ekonomi Islam, 7(03), 1895–1904. <http://jurnal.stie-aas.ac.id/index.php/jiedoi:http://dx.doi.org/10.29040/jiei.v7i3.3208>
- Ferdiana, M. D., Pamungkas, D., & Suryakencana, U. (2019). Penggunaan penilaian berbasis kelas dan portofolio dalam menumbuhkan minat baca. *Alinea, Jurnal Bahasa, Sastra, Dan Pengajaran*, 8(2), 87–98.
- Harahap, Y. M. S. (2022). Educational Interaction The Story of the Prophet Adam ' Alaihi al- Salām In the Qur ' an Interaksi Edukatif Kisah Nabi Ādam ' Alaihi al - Salām Dalam al- Qur ' ān. *Formosa Journal of Multidisciplinary Research (FJMR)*, 1(3), 785–802.
- Hasanah, Z. (2021). Model Pembelajaran Kooperatif Dalam Menumbuhkan Keaktifan Belajar Siswa. *Studi Kemahasiswaan*, 1(1), 1–13.
- Heryanto. (2018). Model penilaian hasil belajar dan karakter. *Naturalistic: Jurnal Kajian Penelitian Pendidikan Dan Pembelajaran*, 2(2), 118–128.
- Hidayat, M. A., Nikmah, S. Z., & Nurfitriani, R. (2021). Teacher Strategies in Learning during the Covid-19 Pandemic at Madrasah Ibtidaiyah Negeri (MIN) 2 Central Aceh. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, August, 3465–3472.
- Idrus, L. (2019). Evaluasi Dalam Proses Pembelajaran. *Jurnal Manajemen Pendidikan Islam*, 9(2), 920–935.
- Ismail. (2019). Guru Kreatif; Suatu Tinjauan Teoritis. *Jurnal Kajian Islam & Pendidikan*, 11(2), 26–27.
- Jailani. (2012). Rancangan Model Penilaian Portofolio Di Sekolah. *Jurnal Ilmiah DIDAKTIKA*, XII(2), 232–244.
- Juliani, W. iffah, & Widodo, H. (2019). Integrasi Empat Pilar Pendidikan (Unesco) Melalui Pendidikan Holistik Berbasis Karakter Di Smp Muhammadiyah 1 Prambanan. *Jurnal Pendidikan Islam*, 10(2), 65–74. <https://doi.org/10.22236/jpi.v10i2.3678>
- Khusnul Auliyah, Suwarno, Uswatun Chasanah, R. A. (2021). Student Centered Learning In Surah Thaha 17-18 And It ' s Implication In Islamic Boarding School Education. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, 02, 4887–4899.
- Laksana, S. D. (2016). Integrasi Empat Pilar Pendidikan Unesco Dan Tiga Pilar Pendidikan Islam. *Al-Idarah: Jurnal Kependidikan Islam*, 6(1), 43–61.
- Lubis, R. I. (2022). Penerapan Strategi Cara Belajar Siswa Yang Aktif (CBSA) Untuk Meningkatkan Hasil Belajar Siswa. *Jurnal Pendidikan Teknologi Informasi Dan Komputer*, 1(1), 13–15.

- Magdalena, I., Fauzi, H. N., & Putri, R. (2020). Pentingnya Evaluasi Dalam Pembelajaran Dan Akibat Memanipulasinya. *Jurnal Pendidikan Dan Sains*, 2(2), 244–257. <https://ejournal.stitpn.ac.id/index.php/bintang>
- Mubarak, A. F. (2021). Konsep Penilaian Berbasis Portofolio Dalam Proses. 2(1).
- Muslihasari, A., & Cholifah, T. N. (2019). Implementasi Penilaian Portofolio Untuk Meningkatkan Keterampilan Merancang Pembelajaran Inovatif Mahasiswa Pgsd Unira Malang. *Taman Cendekia: Jurnal Pendidikan Ke-SD-An*, 3(1), 314–322. <https://doi.org/10.30738/tc.v3i1.4327>
- Nasution, F. R., Adlika, N. M., Tampubolon, B., Geografi, P., & Tanjungpura, U. (2022). Analisis perhatian dan keterlibatan siswa pada pembelajaran geografi secara daring. *Jurnal Pendidikan Sosiologi Dan Humaniora*, 13(1), 91–97.
- Nuraeni, Z. (2019). Implementasi Penilaian Berbasis Portofolio Untuk Meningkatkan Aktivitas dan Hasil Belajar Mahasiswa Semester 1 Pendidikan Matematika STKIP Muhammadiyah Kuningan. *Jurnal Gantang*, 4(1), 79–85. <https://doi.org/10.31629/jg.v4i1.797>
- Patandean, A. J., & Fisika, J. (2014). Penilaian portofolio dalam pembelajaran fisika berbasis inquiry terbimbing. *Sain Dan Fisika*, 10(pendidikan), 255–262.
- Priscilla, C., & Yudhyarta, D. Y. (2021). Implementasi Pilar-Pilar Pendidikan UNESCO. *Asatiza : Jurnal Pendidikan*, 2(1), 64–76.
- Rahayu, F. (2019). Substansi Evaluasi Pendidikan dalam Perspektif Pendidikan Islam. *Al-Ishlah: Jurnal Pendidikan Islam Vol.*, 17(2), 103–121. <https://www.ptonline.com/articles/how-to-get-better-mfi-results>
- Rosananda, T. L., & Hadi, S. (2018). Analisis Portofolio Optimal Investasi Dana Pensiun di Indonesia. *Jurnal Ilmu Ekonomi*, 2, 514–528.
- Samsuir, A. I., Rivauzi, A., & Wirdati, W. (2018). Pilar Pendidikan Dalam Perspektif Imam Al-Syathiby. *TARBAWY : Indonesian Journal of Islamic Education*, 5(1), 1. <https://doi.org/10.17509/t.v5i1.13324>
- Santoso, B. (2014). Penilaian Portofolio Dalam Matematika. *Jurnal Pendidikan Matematika*, 1(2), 31–38. <https://doi.org/10.22342/jpm.1.2.811>.
- Sari, M. (2020). Penelitian Kepustakaan (Library Research) dalam Penelitian Pendidikan IPA. *Natural Science [Diakses 11 Juli 2022]*, 6(1), 41–53.
- Subekhan, M. S. (2020). Penerapan Strategi Pembelajaran Partisipatori Learning. *Geneologi PAI Jurnal Pendidikan Agama Islam*, 7(1), 55–62.

- Sukanti, S. (2010). Pemanfaatan Penilaian Portofolio Dalam Meningkatkan Hasil Belajar Akuntansi. *Jurnal Pendidikan Akuntansi Indonesia*, 8(2), 33-40. <https://doi.org/10.21831/jpai.v8i2.952>
- Surawati., N. M. D. K. S. (2019). Pengembangan Rancangan Pembelajaran Berbasis Higher Order Thinking Skill (Hots) Dalam Kurikulum 2013 Pendidikan Agama Hindu. *Carbohydrate Polymers*, 6(1), 5-10.
- Suwarno. (2017). Pemikiran M Nastir Dalam Pembaharuan Pendidikan Islam. *DAR EL-ILMI: Jurnal Studi Keagamaan*, 4(1), 90-105.
- Suwarno. (2021). Pengembangan Penilaian Sikap Berbasis Android Untuk Pembelajaran Pendidikan Agama Islam. *Syntax Literate : Jurnal Ilmiah Indonesia*, 6(2), 1536-1547. <http://www.ufrgs.br/actavet/31-1/artigo552.pdf>
- Suwarno, S. (2016). Pendekatan Kebijakan Publik dalam Politik Pendidikan Islam. *Jurnal As-Salam*, 1(1), 62-72. <http://www.jurnal-assalam.org/index.php/JAS/article/view/45>
- Suwarno, S., Durhan, D., & Muhaimin, M. (2021). Implementation of Covid-19 on Character Education. *Journal of Sosial Science*, 2(3), 312-319. <https://doi.org/10.46799/jsss.v2i3.133>
- Taufiqurrahman, T., Heryandi, M. T., & Junaidi, J. (2018). Pengembangan Instrumen Penilaian Higher Order Thinking Skills Pada Mata Pelajaran Pendidikan Agama Islam. *Jurnal Pendidikan Islam Indonesia*, 2(2), 199-206. <https://doi.org/10.35316/jpii.v2i2.74>
- Widodo Widodo. (2020). Model Penilaian Hasil Belajar Pendidikan Agama Islam Di Mts Swasta Kabupaten Rokan Hulu. *Tunjuk Ajar: Jurnal Penelitian Ilmu Pendidikan*, 3(1), 46-58.
- Widyastuti, E. (2017). Effect Of Authentical Assessment And High Order Thinking Skill (Hots) Against Troubleshooting Physical Problems (An Experiment in The Students of SMA Negeri 2 Depok City). *Jurnal Evaluasi Pendidikan*, 8(2), 109-116. <https://doi.org/10.21009/jep.082.06>
- Zed, M. (2004). *Metode Penelitian Kepustakaan*. Yayasan Obor Indonesia.