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PREFACE

The 2016 International Conference on Education and Social Science (UK-ICESS) is the first international conference hosted by Universitas Kanjuruhan Malang as a part of its XLI Dies Natalis commemoration. This international conference invites all educators and researchers in the field of education and social sciences to share latest issues, research, and information in these areas. Thus, as an important part of this academic forum, the organizing committee is pleased to present the Proceeding of 2016 International Conference on Education and Social Sciences which brings up the main theme of *Educational and Social Issues in the Changing Asia.*

There are 65 papers in this compilation, covering various topics around the theme of educational and social issues in the changing Asia which were studied from vast research areas; such as economics, health, education, language, arts, technology, geography, civics, and entrepreneurship. It is expected that all papers in this proceeding will enrich our knowledge and broaden our insights of current issues, trends, research, and information in the areas of education and social sciences.

Lastly, the organizing committee would like to deliver great appreciation to writers, presenters, and all parties who have been contributing to the publication of this proceeding.

Malang, November 2016

The Committee

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IMPROVEMENT OF MOTIVATION AND LEARNING OUTCOMES THROUGH ASSESSMENT OF SOCIAL SCIENCES STUDENT PORTOFOLIO IN STATE JUNIOR HIGH SCHOOL 5 MALANG

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Abstract: This study aims to improve motivation and learning social science outcomes using portofolio assessment in class VIII-2 State Junior High School 5 Malang. The study design using classroom action research. This study was conducted in two. Each cycle are planning, implementation, observation and reflection. Subjects in this study were students of class VIII-2 which numbered 33 people, consisting of 19 female students and 14 male students. The research instrument used in the form of questionnaire motivation, test, and field notes. Data analysis technique used is descriptive analysis of qualitative and quantitative. Data relating to the observation analyzed qualitatively and quantitatively while the data of the test results and the results of questionnaires were analyzed quantitatively percentage. The results showed that the use of portofolio assessment in social studies learning can improve motivation and learning outcomes. The motivation average percentage is still low on the first cycle is 31.52 % (the highest percentage of students answering rare), the average value of 90.6 % with IPS students KKM achievement of 93.94 % or as many as 31 students. In the second cycle, the average percentage of student motivation has increased to 82 % (the highest percentage of students always answering), the average value of 93.22 % of students into the achievement of the percentage of students who achieve 75 KKM also increased 100 %, or a total of 33 students.

Keywords: ***Motivation, Learning Outcomes, Portofolio Research***

INTRODUCTION

Grade of VIII-2 SMPN 5 Malang is the class that has low score on learning outcomes of IPS lesson. The evidence of that is based on the data which get from the teacher of IPS lesson. The score on assignments and quizzes on 2014/2015 that reach on Minimum Completeness Criteria (KKM) amount to 23 students or 69,7% from all students that are 33 students. While who doesn't complete it is 10 students or 30,30%. It is decided of KKM on SMPN 5 Malang that are 75 depends on criteria scoring on curriculum 13 and 75 is include on predicate B.

The lower score on the learning outcomes of grade VIII-2 is caused by the amount of students that is less if it is compared with grade VIII-1 and VIII-3. They have low learning motivation and they are not done their assignments. That statements is suitable with Sewala, etc

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(2014) said that "for increasing learning outcomes beside consider on approach factors learning by teacher, it is also need to consider one of the students internal factors that is learning motivation". His statement explains that the teacher needs to consider learning motivation on the students on their study. Because of that, the teacher in the class needs to create the learning that full of motivation.

IPS studies that has talkative style that does not have variation since learning in the class is not interesting for students and make the high of student saturation in study. The student considers that IPS studies (Geography) is the lesson that is not interesting and bored, moreover inclined to be underestimated because just memorizing. Seeing those facts, so it is needed to do a technique for evaluation appropriately, that include of all learning aspect to measure student success. On the truth, scoring must be done regularly and continue. Then, scoring can measure all that consist of increasing result, knowledge development, attitude, and skill that is reached in studying.

There are many research about portofolio that success in increasing motivation and student result. According to Sewala, etc (2014) research conclude that "portofolio scoring able to increase motivation and learning outcomes on IPA grade V a group of 9 Gianyar sub district". His research is used as one of the instruction that portofolio scoring is able to increase motivation and learning outcomes. By portofolio research student skill can be seen all include all aspect that are cognitive, affective, and psychometric in learning process. It is caused by scoring system is not only see student skill on cognitive aspect, that can give student motivation that is missed on cognitive aspect in order to not fell the lower, because they still able to show the excessive on affective and psychometric aspect skill.

The superiority of portofolio scoring in increasing motivation and student result on IPS lesson (Geography) in learning process according to Sukanti (2010) such as:

> (1) Teacher can evaluate the development and progression students, (2) teacher and student's parents can communicated about students doing, (3) Student can be partner in scoring process, (4), student can find their talent and skill, (5) Objective scoring, (6) scoring can increase student and teacher interaction to reach the purpose, (7) scoring can increase the student for study, have pride, possess, and grow up their confident, (8) the purpose of scoring is to reach study completeness not only material completeness, (9) teacher and supervisor can evaluate teaching learning, and (10) scoring is able to increase teacher professionalism.

Hadiyaturrido (2013) on his research also conclude that "there is a significant difference between motivation and learning outcomes that used portofolio scoring with conventional method. Student more motivated and increase learning outcomes with portofolio scoring usage". The result of Hadiyaturrido's research can consolidate that portofolio scoring use many advantages that increase motivation and study reslt such as that has been stated by Sukanti.

> The result of limited try out on portofolio scoring instrument on the student of grade VII-3 SMPN 3 Sidoarjo is known that scoring instrument that is developed has effect on student activity 42,86% show the activity is very good suitable with likert scale, teacher activity 44,44% show good activity, student score is very good with average reach 87,20 fix with modification explanation of likert scale. Student response 49,1% also said that agree on inquiry content of implementation portofolio instrument fix with modification explanation of likert scale and teacher response 66,66% said agree on inquiry content of

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> implementation portofolio instrument fix with modification explanation of likert scale (Ichwan, 2012).

The result of Ichwan's research give recommendation to the teacher for use portofolio scoring such as: 1) evaluation in the school to give appreciate on student development, 2) collecting learning process take place, 3) give attention on the student, increase self reflection, and 4) increase learning process affectivity. Because of that, portofolio can increase student response positivity like that is concluded by Suardana (2007) state that "portofolio scoring in physic learning based on inquiry basic is guided in SMPN 2 Singaraja can increase learning outcomes and student response positivity."

The bestworks could beeither high stakes essays or low stakes writtenproducts. The following written products were included in the portofolio envelopes:

> 1. Checklist of the written outputs included in the portofolio envelope, 2. One major essay (either argumentative or informative), 3. One minor essay (low stakes writing activities-descriptive, narrative, comparative and contrast and journal writing activities), 4. Diagnostic essay-written evaluation of the students communicative competencies (Usually written at the beginning of the course) 5. Reflective essay- written evaluation of the students improvement in the class (Usually written at the end of the course), 6. Assessment essays-written evaluation of the students evaluation of the best-written outputs they produced for the whole school term (Usually written at the end of t he course) (Lucas, 2007).

Lucas also concluded that with portofolio applied, student able to indentify cognitive, affective, and psychometric aspect on their self. Besides that, portofolio scoring also can help student for reflection their self, evaluate their self, and consider the purpose of their study. So, portofolio scoring can evaluate student all in cognitive, affective, and psychometric aspect.

The purpose of this research are: 1) can know the increasing student motivation on studying IPS grade VIII-2 SMPN 5 Malang with portofolio scoring, and 2) can know can know the increasing student motivation on studying IPS grade VIII SMPN 5 Malang with portfolio scoring.

METHOD

This research use Classroom Action Research Kemmis and McTaggart model (Arikunto, 2008:93). The research subject is grade VIII-2 SMPN 5 Malang that amount 33 students. They are consist of 19 female and 14 male students on material "Demography Dynamics and National Development". In doing research the researcher as important organizer, actor, data collector, data analyzer, and reporting research result. While teacher as observer that observe in learning take place.

The research instrument that used are: questioners, test, and field notes. The data collections in this research are: 1) motivation score from the answer from the questioners, 2) the student score from individual test, group assignment, and test in the end of cycle, 3) field notes that include in student interaction in learning. The data analysis technique that is used is descriptive qualitative and quantitative analysis. The data that include in observation is analyzed in qualitative and quantitative analysis, while the data from test and quessionare is analyzed in quantitative percentage.

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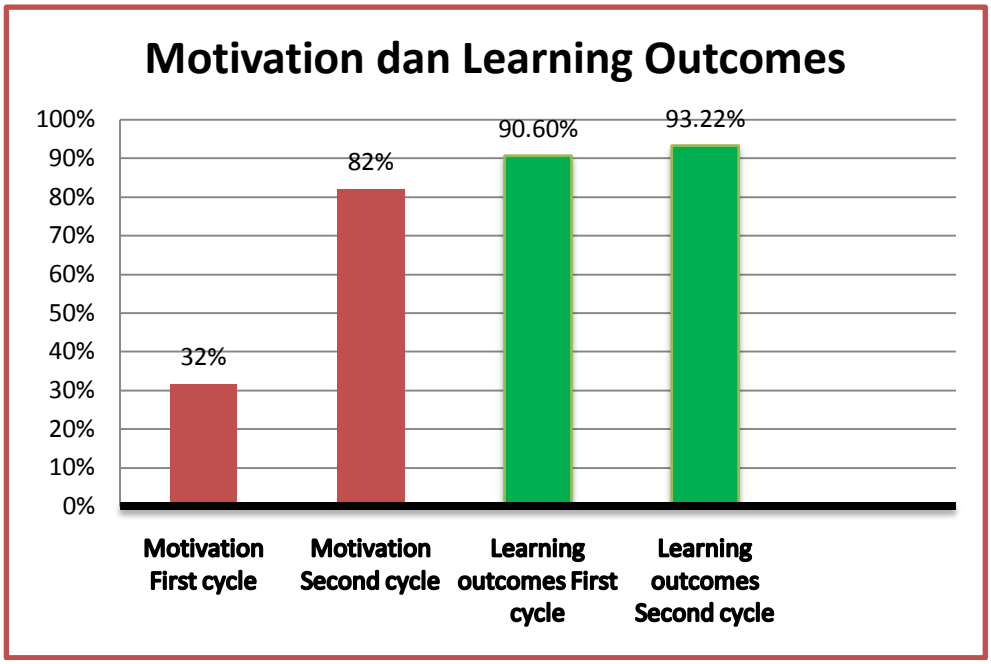
FINDINGS



Graphic 1. Comparison between motivation and learning outcomes of first and second cycle

Result on the first cycle explain that student motivation on study is still include in good enough category with percentage reach 32% with questioner from the researcher. Because of that, to solve this problem the researcher must repair with evaluate the result of reflection in the first cycle. While, the result of study on the first cycle from 33 student there are 31 student that complete the criteria of Minimum Completeness Criteria (KKM) with percentage completeness 93,4% and average score is 90,6. The student who does not complete of Minimum Completeness Criteria (KKM) from act first cycle also can be explain that understanding level of student is classified based on the score that is got with test. From 33 student there are 15 student got A predicate, 13 student got A- predicate, 3student got B- predicate, and 2 student got B predicate.

On the second cycle the result of learning motivation reach good category with percentage 82%. While, the result of study all student from 33 student have complete it or have fill of Minimum Completeness Criteria (KKM) with percentage completeness 100% with average 93,22. From the second cycle also can be explained that student understanding level is classified based on score from test. From 33 student there are 24 student got A predicate, 7 student got A- predicate, and 2 student got B- predicate.

DISCUSSION

Learning Motivation

Student motivation learning in the first cycle still includes in good enough category with the percentage reach 32%. It does not reach fix with hope yet that got in the first cycle it is caused by these obstacle such as: 1) enthusiastic and diligently student in following learning still flat, not care, and inclined to be lazy. That condition is caused by student still consider that

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the last final (test score more dominant is intentioned by teacher as evaluation material on increasing graduate level than that process itself), 2) still less on cooperate between the member of group. Student that has high skill is more enthusiastic in doing assignments that has been done, not only individual but also for group works. While the lower skill they are not care and do not want to ask to their friend, and 3) A half of them still consider that their activeness in each learning is does not get score. This thinking is also caused they do not want to ask the question when they find problems.

After do perfection and kindness on the obstacle that is found in the first cycle. The result is very different in the second cycle where the result of student motivation on their study has good score category. That can be seen from data observation on enthusiastic and diligently student aspect has well with percentage 88%. Cooperate aspect has the more kind with percentage level 91%. Finally activeness aspect has well with percentage level 82%.

Learning outcomes

Based on the result in the first cycle and the second cycle the implementation of action applied portofolio scoring is able to increase learning outcomes. This is caused with portofolio scoring in geography learning (Demography Dynamics and National Development) give opportunity widely to the student for creative in learning in the classroom. Student has chance to develop their attitude and skill in learning, so with mastering process optimally can help student to build concept demography that they studied. The balance between process and product is two sides that is mutual support each other in learning.

Portofolio scoring also gives chance widely for student to build knowledge and student thinking their self. That statement is consolidated by Lucas (2007) that "with portofolio applied student is given authorship to evaluate their occupation and evaluate the best essay. Portofolio scoring also gives student awareness to know the strength and the weakness on their self". Besides that, the important thing and it very support the success on learning process is the happy feeling in studying. Feeling student in using scoring in learning that is applied is reflected from student response with questioner motivation in the second cycle increase that the first cycle.

CONCLUSIONS AND SUGGESTIONS

Conclusion

a. Student motivation able to increase with portofolio scoring application in IPS learning main investigation on Demography Dynamics and National Development in grade VIII-2 SMPN 5 Malang.
b. The student result is able to increase with applied portofolio scoring in IPS learning main investigation on Demography Dynamics and National Development in grade VIII-2 SMPN 5 Malang.

Suggestions

a. For the teacher, scoring can be done by objective, authentic, and accurately that cover all effort and activities students learning, in plan and do scoring to the students, the teacher should not only use test instrument, but also use variation kinds and aspect scoring, especially portofolio scoring that engage many scoring instruments.
b. For the researcher, should applied portofolio scoring in one semester in order to get the maximum result.
c. The weakness of using portofolio scoring are: 1) the time is too long, 2) do diligently, 3) patience, and 4) need cost.

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