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WEST JAVA AND BANTEN
2015**

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KORPRI KOPERTIS REGION IV,
TSUKUBA UNIVERSITY AND MEIJO UNIVERSITY**

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THE DEVELOPMENT OF MODEL PORTFOLIO ASSESSMENT INSTRUMENT BASED ON NEUROLINGUISTIC PROGRAMMING (NLP) IN INDONESIAN SUBJECT

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ABSTRACT

This study aims to describe the development of a model-based NLP of portfolio instruments in Indonesian subjects as an effort in enhancing the quality of 2013 curriculum-based learning. 2013 national curriculum focuses on student achievement of competence in the field of affective, psychomotor and cognitive comprehensively. To realize that demands of the curriculum, it is required the readiness of teachers in preparing an appropriate instrument, which is portfolio assessment instrument. The approach used in this research is qualitative research approach, type of development (Research and Development). The data were analyzed qualitatively. The results of this research is the amount of portfolio instruments in the form of both learning process and learning outcomes based on NLP, that the elements of the instrument are created for students who have visual, auditory and kinesthetic learning styles.

Keywords : Development, Model Portfolio Assessment, Neurolinguistic

A. Background

The determination of 2013 curriculum as a new national curriculum for education in Indonesia requires the readiness of the various parties in implementing it, especially the teachers. Elements of the change in assessment standards will have an impact on teacher competence in planning, preparing and using assessment instruments in accordance with the demands of the new curriculum. Moreover, the presence of changes in competency standards to improve and balance the soft skills and hard skills related to an increase in the aspect of competence development of knowledge, attitude and psychomotor of learners.

The changes in the 2013 curriculum contained the changes of competency standards, content standards, process standards, and assessment standards, aimed at improving the quality of graduates and meet the challenges of life in the future. Indonesian subject as a core subject need handling so that learners are able to improve their language skills proficiency in oral and written language. It is due to its indispensability in fast-paced information era. It will closely relate to the need to design an assessment instrument in accordance to the demand of 2013 curriculum. As stated in the 2013 curriculum that the assessment standards shifted from assessment through test (measuring the competence of knowledge based on the results only), leading to authentic assessment (measure all competencies: attitudes, skills and knowledge based on the process and results). In addition, based on competency assessment system and encourage the use of portfolios created by students as the main instrument of assessment.

As a result, the 2013 curriculum again raised the issue that requires teachers to use portfolio instruments; even it is written explicitly that the portfolio is set as the primary instrument of assessment in the elements of 2013 curriculum change as written previously.

Based on the background of the above problems, this study aims to develop a model portfolio instruments in Indonesian subject, both instrument for the process assessment and outcome assessment. The arrangement of these instruments is based on the theory contained in NLP. Wikanengsih (2012) reported that NLP theory which contains pillars, principles, methods / techniques likely to put in a learning model. Elements of assessment as one of the factors of the learning model elements automatically have the opportunity to be developed based on the theory contained in the NLP.

B. Portfolio Assessment in Learning

As one form of assessment instruments, portfolios are needed to measure learning process and outcomes. As the goal of the assessment, the process and learning outcomes that can be evaluated through the portfolio includes three domains of learning that is affective, psychomotor and cognitive. As previously stated that 2013 curriculum mandates the use of portfolio assessment instruments as assessment instruments.

In fact, competency-based curriculum and curriculum in 2006 also has mandated that learning assessment should include the three domains of learning, namely cognitive, affective, and psychomotor. However, in the real context, the teachers have not been fully able to implement the demands of those curriculums. Consequently, through the implementation of 2013 curriculum, the government in returned mandates that teachers implement a comprehensive assessment of aspects of affective, psychomotor and cognitive.

The fact that the teacher has not fully optimized the comprehensive assessment through portfolio assessment as required by the curriculum, reflected in several research reports. Based on the research report conducted by Fazilah (2011: 139-154), it was found that teachers had difficulties in designing a portfolio assessment rubric specifically. Moreover, according to a survey conducted by Nurgiyantoro and Pujiati (Ichwan, 2013: 2) showed that 95% of teachers claimed that the portfolio evaluation is rarely done because teachers do not know the correct implementation of portfolio assessment. Likewise Wikanengsih et al. (2013: 35), reported that the Indonesian teacher has not shown the ability to compose a portfolio assessment in the instructional planning.

The above facts indicate that portfolio assessment instruments have not been optimally implemented because there are many teachers who do not understand the arrangement of a portfolio instrument and are unfamiliar to apply it.

In connection with the effectiveness of the assessment carried out through portfolio assessment instruments, following are several studies that have been done. Pangley (2011) reported the findings of the assessment test results on civic education portfolio which shows that before the using of portfolios, the ability of students is lower than after using it. Thus, it can be concluded that the application of portfolio assessment on civic education learning process improves the students' achievement.

Other studies on the effect of the application of portfolios-based guided inquiry learning model of chemistry student's achievement, the results show that the learning outcomes of chemistry students who take the portfolios-based guided inquiry learning model better than chemistry students who take the portfolios-based guided inquiry learning model better than chemistry student learning outcomes that follow other models (Budiana: 2011). Meanwhile, Fatah, et al (2010) reported that the achievement of experiment students on *computer aided design* class portfolio is better than the achievement of students who are not given the treatment. Other research reported by Kustini (2007) that portfolio assessment can foster student interest.

C. NLP in Learning Assessment

Application of NLP in learning refers to the pillars of NLP which consists of six things, namely: 1) Practice on yourself, 2) raise familiarity (rapport), 3) define specific outcomes / goals, 4) be high sensitivity, 5) check ecological, and 6) be flexibility (Yuliawan, 2010: 23). The sixth pillar is equipped with a basic foundation in the form of assumptions. There are a number of assumptions that can be used in a variety of discipline. NLP assumptions have been widely applied in education, one of them as a learning method. There are several kinds of research that has been applied NLP as a learning method, which is to increase students' ability to absorb the lessons. The emphasis is focused on communication between teachers and students in order to have an enjoyable learning process. This is similar to the statement of Craft (2001: 125) who argues that NLP can be applied in a positive and practical learning process as one of the effective ways for learners at all ages.

Research related to the NLP has been done by Natalia (2007) which results a hypothetical model of NLP-based group counseling program to overcome the symptoms of stress for students. Additionally, Nurihsan (2007: 101) reported the result of research that NLP-based mentoring program is effective to reduce distress students at primary school level to the high education level. Another study applying NLP theory into learning is the research conducted by Wikanengsih (2012), the study reported that the model can improve students' skills in writing and can improve students' character development.

In connection with the implementation of 2013 curriculum, the ability of teachers in preparing a portfolio instruments is not something that can be negotiable. To develop various discipline to learning, in this case in the preparation of assessment instruments in the form of portfolio, theory NLP likely to be a stepping stone for NLP theory that contains some of the techniques in accordance with the principles of evaluation. These elements involve *rapport, pacing and leading, equity sensory, learning modalities, positive words, metaphors, meta-models, and others*.

One study is a preliminary study of the preparation of this research is the analysis of Instructional Planning (RPP) which is composed by Indonesian teachers (Wikanengsih, et al, 2013). From the aspect of evaluation, the lesson plan prepared by the teachers does not fully reflect their ability to develop instruments in the form of portfolio assessment. They argue that there is still confusion in applying the assessment form of affective aspects. Therefore, presumably the result of this study can be used as an alternative material option that can be used by Indonesian teachers in applying the assessment instruments in accordance with the demand of Curriculum 2013.

D. Methods

The approach used in this research is Research and Development (R & D). There are ten steps R & D according to Borg and Gall (1988). According to them R&D is a process or steps to develop a new product or improve existing products. Procedure development generally includes 10 stages, namely: (1) analysis of the potential and problems, (2) data collection; (3) the design of the product; (4) validation of the design; (5) revision of the design; (6) the limited trial; (7) the revision of the product; (8) large-scale field trials; (9) the revision of the product; (10) test models and dissemination. This study adopted the procedure of those ten steps. This research is descriptive because it aims to describe the process of development, product quality, and the impact of the product.

This study was conducted using a two-stage (two years), namely the formulation of conceptual models and the test of conceptual model in the research sample school. The test is intended to see the extent to which the model has been developed to have a real effectiveness and efficiency in the field. Then, the model is documented and used as the final model of a product of this research. Data processing for the first phase uses descriptive qualitative analysis, while the second stage applies quantitative analysis using SPSS. This paper is the result of the first phase of the study, while the next stage is still in the process of completion. This research was funded by the Directorate of Higher Education through a competitive research grant scheme.

E. Results and Discussion

The first phase of the research focused on the evaluation of the assessment implementation conducted by teachers in junior high school in Cimahi area. This data was obtained through a questionnaire to the Indonesian teacher in junior high schools that become the sample of this research.

Indonesian Subjects Learning performed so far in three junior high schools located in Cimahi, two schools refers to the 2013 curriculum, while one school is still referring to the School-based Curriculum (KTSP). The diversity of the curriculum reference may be because in the academic year 2013/2014, not all schools enforce 2013 curriculum. The 2013 curriculum enacted at all levels of schooling for a particular class in the academic year 2014/2015.

In terms of teachers' understanding of the assessment system that should be done in accordance with the mandate of Curriculum 2013, they are all responded of their less understanding. But in each lesson plan construction, they responded that they always use evaluation guidelines and include the aspects that must be evaluated on a learning process.

In relation to the instruments used in learning evaluation, a person answered the evaluation instrument learning process, one responded the learning outcomes of the instrument, and another one answered the instrument of the learning process and results. The variations of answer from those three respondents prove that they did not fully understand the nature of the assessment instrument that should be made as required in 2013 curriculum. Instruments learning process that they usually used to use, all respondents answered observation instruments, while for interview instruments and questionnaires nobody chooses. On the questions about assessment portfolio instrument, two teachers said *yes*, while the rest answered *doubt*. All three answered *sometimes* to the questions of the use of the portfolio instrument. Portfolio instruments that they use depend on the learning need. No one answered the using of a portfolio that depends on the characteristics of the students.

The answer to the question of the instruments used during the application of SBC, one person said instrument to measure cognitive and psychomotor only, while the other two said instrument to assess cognitive, affective, and psychomotor. This means, all three have somewhat understand the various aspects to be assessed in a learning process. The answer to the question of their knowledge about the type of students' learning styles in the classroom where they teach, one person does not know the answer, while two others know the answer. But when they are asked about types of learning styles, one person said *yes*, and two others showed hesitation. When asked to write down the types of learning styles, the person answering the visual, auditory, and kinesthetic. While one more person to answer a structured, kinesthetic, and auditory, and another person did not answer.

Barriers experienced by teachers in giving assessment, two people said that not knowing the theory, while the person answering the lack of time to assess the students' learning process. When asked about their willingness to use a variety of assessments on a teaching learning process, three answered yes and they were willing to participate in training on the introduction of the types of models of assessment in a learning process.

The assessment process undertaken by Indonesian teachers in junior high school under the auspices of the Department of Education and Culture Cimahi is not fully using a scoring system that is mandated in 2013 curriculum. Although the actual SBC is already mandated the assessment system as required in 2013 curriculum. This is because the teachers do not fully understand the meaning or the trust amendment contained in Curriculum 2013. In addition, training and explanation of the 2013 curriculum has not been received by teachers optimally. The explanation that they received only limited on knowledge of basic / core changes. It was based on interviews between the researcher and the teachers.

The above data also reveals that teachers are still not able to distinguish on the instrument to measure the learning process and instruments to measure learning outcomes even though they are already somewhat aware of the aspects that must be evaluated on a learning process. Their confusion mainly appears on assessment to measure attitudes and psychomotor, whereas in 2013 Curriculum psychomotor and attitude problem that must be enlarged portion in the learning process. If the teacher is not able to understand and develop instruments to measure those both domains, then certainly 2013 curriculum will suffer the same fate with the SBC. Similarly, the assessment should consider the characteristics of students. Teachers do not fully understand about one of the characteristics of the students, which is about learning styles. 2013 Curriculum Assessment requires teachers to measure students based on their characteristics so that the potential of the diverse student may well-honed.

The fact that can be found that in terms of the assessment condition in Indonesian subjects done by teachers, it can be concluded that teachers have difficulties in choosing and using instruments portfolio due to lack of knowledge. 2013 Curriculum demands that teachers should use assessment to the three domains of learning, namely cognitive, affective, and psychomotor as an opportunity to develop a model of portfolio assessment. Moreover, the teacher must pay attention to the characteristics of the students during the learning process so that the attributes outlined in the instrument on the characteristics of the portfolio can support the students, which is about the learning styles (in this case, of learning styles is an element of neurolinguistic programming).

Another factor that can be used as the potential to construct a model of the development of a portfolio instrument is the readiness of teachers to enrich their knowledge of the various valuation models given in the training. In addition, all school in the upcoming academic year will have had to use the 2013 curriculum.

Based on the result of the integration between the findings of the preliminary study in the field of implementation conditions of ongoing assessment and a review of literature on several theories from psychology, learning theory, the theory of evaluation and NLP theory, then a model of NLP-based portfolio instruments is drafted to improve the quality learning outcomes in Indonesian subject. The model compiled is a hypothetical model that will be tested through quantitative study using a quasi-experimental methods. Before tested in the

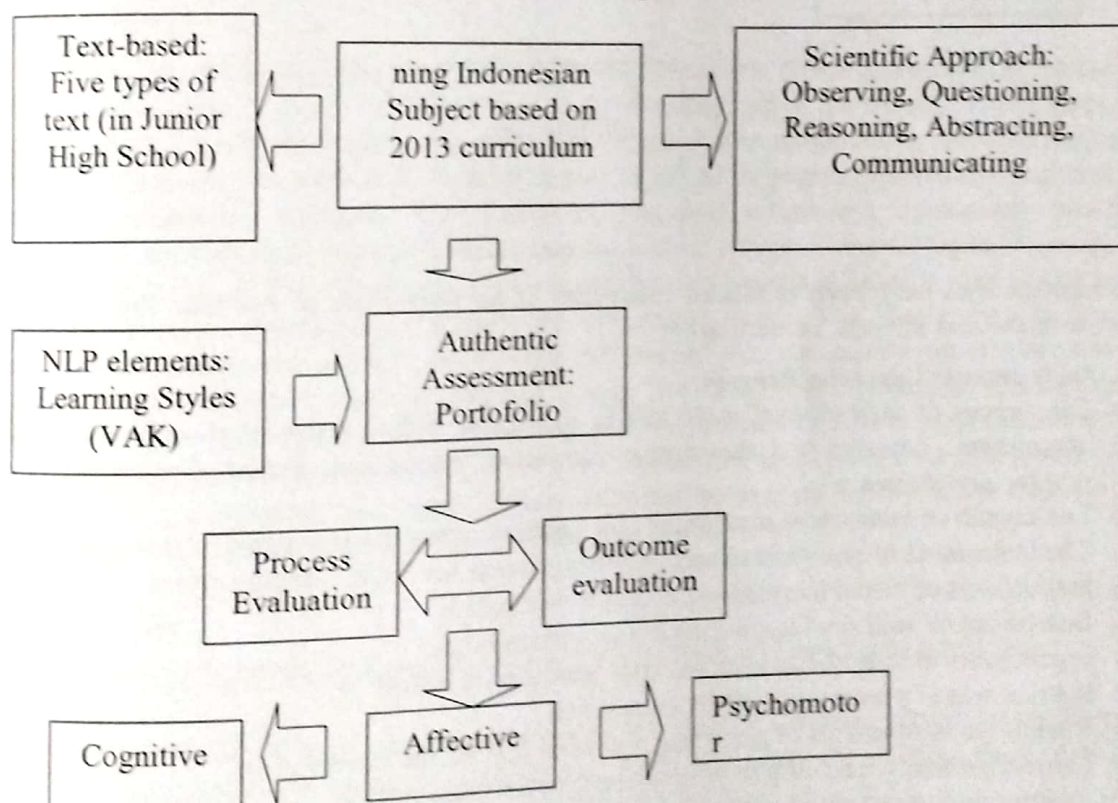
field, the hypothetical model was validated by experts relating, among learning experts, evaluation experts, and NLP experts.

Design planning assessment instruments based on Kirkpartick evaluation model, which consists of four: Context, Input, Process, and Product (CIPP).

Theoretically, the model CIPP has four objectives, namely to identify strengths (C), to help determine the program to bring about the changes (I), to continuously examine of the implementation plan (P), and to measure, interpret, and assess the achievement of a program. The application of this evaluation model is associated with a process of learning. Preparation of planning design is done with the process of identifying strengths that is students' strengths as learners. This strengths are the characteristics of each individual in a learning process so that the main focus in learning styles. Learning style for each learner as a trademark can be used as a tool to bring in a change so that the implementation of a learning process can be monitored. This will have an impact on the need for an instrument to evaluate the process, and then the process instruments should be structured. Furthermore, besides the process, the product as an impact of learning outcomes also must be monitored so that an instrument required for it. Thus, the instrument developed in this study is the assessment instrument to measure the learning process and learning outcomes.

The following design model development planning instruments NLP-based portfolio.

Table 1. Design model development planning instruments NLP-based portfolio.

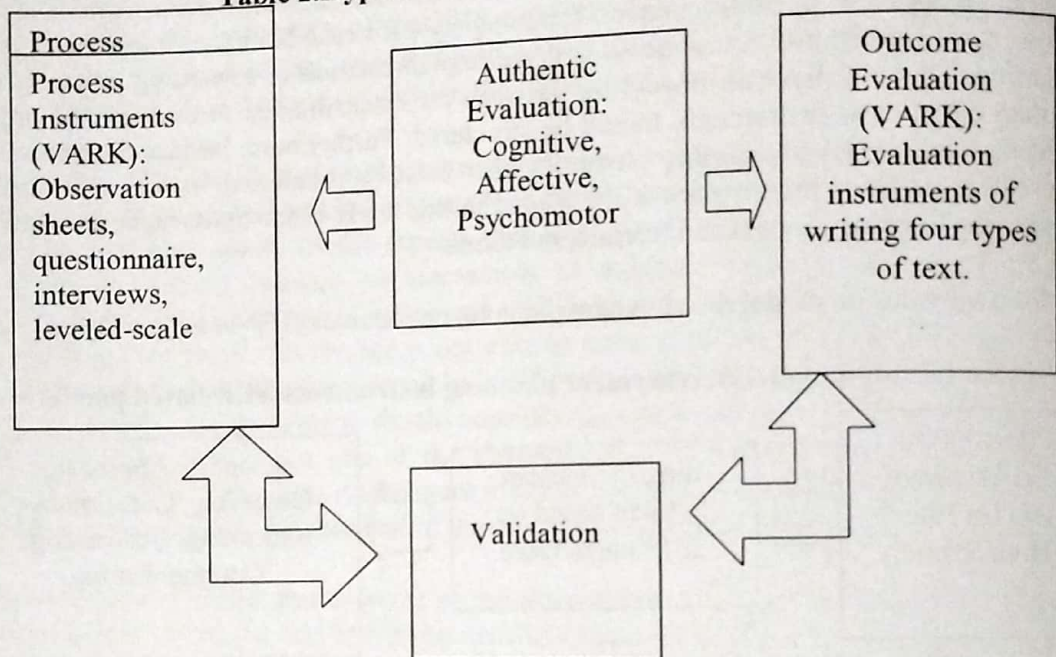


The development of portfolio instruments is based on the design of the instrument development portfolio assessment planning above. The development is done by incorporating elements of NLP, in this case the sensory elements equity (sensory sensitivity), the student's learning style. An instrument developed is an instrument that is destined for each student who

has a different learning style. The measurement in the evaluation of the portfolio instrument used for each student's learning style different learning style uses different instruments. Students who have a visual learning style, tasks and evaluation tools use evaluation tool for students who have visual learning styles, and so on. The development of instruments based on the characteristics of students' learning styles. It is possible to increase students' performance when given the tools of evaluation in accordance with their learning style.

The model portfolio instrument developed consists of a set of instruments to evaluate the process and learning outcomes of students with different learning styles. The following flowchart hypothetical model portfolio instruments based NLP.

Table 2. Hypothetical model portfolio instruments based NLP.



Instruments that have been produced consisting of an instrument to evaluate the cognitive, psychomotor and attitude, consisting of:

a. Instruments Learning Process

- 1) Ten pieces of instructional materials in the form of five types of discourse texts for assignment, namely: text descriptive discourse, exposition, explanation, observation reports, and stories.
- 2) Ten cognitive assessment instruments for understanding the five types of text.
- 3) The instrument of observation and learning process for VAK learning styles
- 4) Instruments of visual learning style assessment rubric
- 5) Instrument of auditory learning style assessment rubric
- 6) Instruments of kinesthetic learning style assessment rubric
- 7) Instruments of presentation skills assessment
- 8) Evaluation Instruments of preparing a written text on the observation
- 9) Evaluation Instrument of compose a response text description
- 10) Evaluation Instrument of compose text exposition
- 11) Evaluation Instrument of compose explanatory text
- 12) Evaluation Instrument of compose short story text.
- 13) Evaluation Instrument for honesty
- 14) Evaluation Instruments for the assessment of responsibility attitude

- 15) Evaluation Instrument for discipline
- 16) Evaluation Instruments for tolerance assessment
- 17) Evaluation Instrument for the attitude of mutual cooperation
- 18) Evaluation Instruments for the assessment confident attitude
- 19) Evaluation Instrument for being polite

The instruments mentioned above intended for students who have visual, auditory, and kinesthetic learning styles.

Learning outcomes instrument is an instrument to assess the best work of several tasks that must be done in accordance with the students' individual learning styles. (Determined in accordance with the student's learning style)

Evaluation of the results of the development of NLP-based portfolio instruments carried by construct validity of the draft instrument portfolio that is accompanied by evaluation and revision based on advice from the experts.

The results of the analysis of the expert stated that the quality of the portfolio assessment instruments developed by the construct validity has a value of 75% or meet to be used. The resulting portfolio instruments can capture the data as a measure in the field of attitudes, knowledge and skills. It also is in conformity with the content and competency standards of competency based curriculum in 2013.

F. Conclusion

Based on the research done, it can conclude several things: 1) the assessment conducted by Indonesian teachers in junior high school under the auspices of the Department of Education and Culture Cimahi not fully using a scoring system that is mandated in 2013 Curriculum; 2) Model compiled a hypothetical model that will be tested through a quantitative study using a quasi-experimental methods. The design of planning assessment instruments based on Kirkpatrick evaluation model, which consists of four things: Context, Input, Process, and Product (CIPP); 3) The development of a portfolio instruments is based on the design of the instrument development planning portfolio assessment above. The development is done by incorporating elements of NLP, in this case the sensory elements equity (sensory sensitivity), which is the problem of students' learning styles. The developed Instruments is an instrument that is aimed at different learning style students. Instruments that have been produced is 20 pieces of assessment instruments as portfolio assessment instruments; 4) evaluation of the instrument as a hypothetical model has been validated by experts in accordance with the field and found qualified to be used in the learning process.

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