

ABSTRACT

Novinda Ayu Rizki, Portfolio Assignment Models in The History Learning (Qualitative Study at Program Studi Pendidikan Sejarah Fakultas Ilmu Sosial Universitas Negeri Jakarta). Minithesis. Jakarta: Program Studi Pendidikan Sejarah Fakultas Ilmu Sosial Universitas Negeri Jakarta, 2017.

The purposes of this research are for describes how the portfolio assignment models in the history learning. This research already done in Prodi Pendidikan Sejarah FIS UNJ. This research lasted from September until November 2016. The method in this research is qualitative with descriptive approach. The data collecting techniques are observation, interview and documentation. The data determination technique is purposive sampling method. The informant is Prodi Pendidikan Sejarah Coordinator as key informant. Also 4 lecturers and several students from 2012-2015 as core informants.

The result of the research shows that the type of portfolio which used in study are working, process and showcase portfolio. On portfolio assignment preparation, the lecturer gave syllabus, also explained the materials lecture as an introductory. After that, the lecturer gave portfolio assignment, informed the subjects that should be discussed, and gave the assignment in the form as an individual or group. On the execution of portfolio assignment in the group form, students used to shared the subject into the sub-subjects. Students infrequently held a group discussion to discussed the subject. On the execution of portfolio assignment in the individual form, students usually searched the references, then sorted them and after that made the portfolio assignment. On the showcase stage, students presented their assignment. There were students that paid attention to the presenter, but also there the students that weren't. Meanwhile, the lecturer was checking the group portfolio paper. After the presentation was done, the question and answer session wa opened. After the discussion was done, the lecturer gave the review, then the group gave a conclusion. The presentation was done.

On the preparation of portfolio assignment, the lecturer wasn't explained the proper system of portofolio assignment. The lecturer also didn't tell how to write scientifically. It caused the students made the assignment incorrectly. Beside that, when the students did their group assignment, they infrequently discussed the subject. It caused the students didn't absorb the whole information about the subject. They would be not understood the subject. When the students did the individual assignment, the constraints that used to be found are the relevant references difficult to find oftenly. Beside, the time (used to be a week) was not enough to finished the assigment. In the other hand, the students itself didn't discipline to managed their schadule to did assigment and did other activities. All of them caused the plagiarism to finished the portfolio assignment.

When the showcase stage was lasting, the students oftenly did not pay attention to the presentation. It caused the student not understand the subject that

should be understood. In fact, although the students didn't understand the subject, they still got an Excellent-Pass on their study result. The fact is, not only the cognitive side, the lecturer include the affective side into student's grade. So that was the reason why student could get Excellent-Pass grade on their result study. From all of the explanation above, the conclusion is the portfolio assigment models in the history learning in Prodi Pendidikan Sejarah FIS UNJ, is not suitable as the proper order.

Keyword: portfolio assigment models, assignment, portfolio.