

APPLICATION OF ASSESSMENT PORTFOLIO IN CONSTRUCTING RESULTS OF INTEGRATED IPS LEARNING IN INKLUSI BASIC SCHOOL

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ABSTRACT

This study aims to describe the application of portfolio assessment as an alternative of class assessment in the process of IPS learning in Integrated Inclusion Primary School. This research uses qualitative research method with case study design. The research was conducted in five elementary schools of inclusion (SDN Gejayan, SDN Pojok Sinduadi, SDN Mustokorejo Maguwoharjo, SDN Puren, and SD Muhammadiyah Gondanglegi) Sleman District, Yogyakarta Special Province, research subjects were determined purposively through consideration of affordability of time and funds, the number of samples for teachers in Sleman district, as many as 20 teachers of inclusion classes. The results of this research are: (1) conceptually the teacher has understood the portfolio assessment quite well, (2) the result of planning designed by the teacher that is syllabus, RPP, instrument and assessment system, (3) the teacher able to develop and carry out the portfolio assessment well, (4) generated articles of nasal or international journals.

Kata Kunci: Portfolio Assessment, Integrated IPS Learning Outcomes, in SD Inclusion