

Increasing Students' Active Participation in PPKN Subject Through Portfolio-Based Learning Model in Class VIII-G at SMPN 5 Mataram

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Abstract: This study aims to increase students' active participation in the Pancasila and Citizenship Education (PPKn) subject through the application of a portfolio-based learning model for class VIII-G at SMP Negeri 5 Mataram. This study uses research. This study uses Classroom Action Research (CAR) with data collection techniques through interviews, observations, tests, and documentation. The stages in this study are planning, action, observation and reflection. The subjects of the classroom action research were students of class VIII-G of SMP 5 Mataram. The data analysis techniques used were qualitative and quantitative. In cycle I, the percentage of active student participation reached 57% of the total number of students present, but after improvements were made in cycle II, the percentage of active student participation increased to 87% and in cycle III, the percentage of active student participation increased to 94%. Therefore, the portfolio-based learning model can increase the active participation of students where the percentage of success in this classroom action research has exceeded the indicator of the success of active student participation that has been determined from the beginning, a minimum of 75% success of the action. Based on the results of the data for each cycle, it shows that the use of a portfolio-based learning model in learning Pancasila and Citizenship Education (PPKn) in class VIII-G at SMP Negeri 5 Mataram can increase the active participation of students .

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Introduction

Education is a vehicle to improve and develop the quality of human resources (HR) both in terms of ability, personality and obligations as good citizens who are able to make meaningful contributions to society, nation and state (Hanina, 2023: 1). This is also emphasized in Law No. 20 of 2003 concerning the National Education System in article 3 clearly states that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Therefore, education has an important role in realizing human resources who are faithful, knowledgeable, have character and have citizenship skills that can be

beneficial to the life of the nation and state. This is of course related to the scope of the Pancasila and Citizenship Education subjects.

Pancasila and citizenship education is called citizenship education, the content of which emphasizes the democratic process, active participation, and state involvement in civil society (Putra, 2016: 1). PPKn learning will be more effective if it provides skills for students as citizens, one of which is active participation. Student participation will emerge through participatory learning. The intended participation skills are to empower students in responding to and solving problems in community life (Azra, 2005: 12). In connection with this, it is important that PPKn learning does not only lead to knowledge but must be comprehensive, both in terms of attitude and skills.

Based on the results of an interview at SMP Negeri 5 Mataram conducted with one of the PPKn teachers on Saturday, May 4, 2024, it was stated that PPKn learning in class VII takes place for 2x40 minutes of lessons per week. The curriculum used is the independent curriculum. Learning in class is quite dominated by teachers and the material delivered is entirely by the teacher and in the teaching and learning process "In the teaching and learning process, students tend to be passive in learning, such as in the courage to express opinions is still low and tend to be afraid and shy because they are afraid of being wrong, but when provoked by linking citizenship issues or the latest news after that they are willing to express their opinions in class, indeed they must be given an example first of how to formulate arguments in expressing opinions in class". Based on the results of observations, the role of teachers in teaching and learning activities is still seen to dominate the class in the learning process teaching in class students listen to what the teacher says, several times when the teacher asks questions about the material only a few students respond and if the teacher asks, does anyone want to ask about the material that is not yet understood? There is no response from students. It can be seen that the active participation of students in PPKn learning is still quite low.

Seeing these conditions, it is necessary to apply a learning model that can overcome the problem of low active participation of students during the teaching and learning process of Pancasila and Citizenship Education subjects. One of the appropriate learning strategies used to increase active participation of students in learning is a portfolio-based learning model. This is in line with what was stated by Murdiono (2012: 7) that the portfolio-based learning method refers to the principles of active student learning, cooperative learning groups, participatory learning, and reactive teaching. This is proven in the syntax of the portfolio-based learning model which contains activities that can stimulate active participation of students. among them The steps taken in learning with a portfolio-based learning model are as follows: (1) Identifying problems, including: assignments, group activities, discussions, and questions and answers, (2) Selecting problems for class study, including: interesting problems, according to their abilities and real in community life, (3) Collecting information including sources from teaching materials, newspapers, clippings, and others, (4) Making a class portfolio, (5) Presenting the portfolio, and (6) Reflecting on learning experiences by drawing conclusions and assessments. Therefore, the use of portfolio-based learning strategies can indirectly increase the active participation of students through the learning syntax carried out in the teaching and learning

process in the classroom.

Based on the background above, the researcher intends to apply a portfolio-based learning model to improve the active learning participation of class VIII students at SMP Negeri 5 Mataram, so the researcher tries to formulate a research study with the title: Improving Active Learning Participation of Students in PPKn Subjects Through Portfolio-Based Learning Models in Class VIII Students at SMP Negeri 5 Mataram.

Methods

This research is a classroom action research (Classroom Action Research) which is carried out by following the Kemmis and MC Taggart research procedures which consist of 4 stages, namely planning , action and observation , and reflection. These four activities take place repeatedly in the form of a cycle adjusted towards the level of improvement of the learning process.

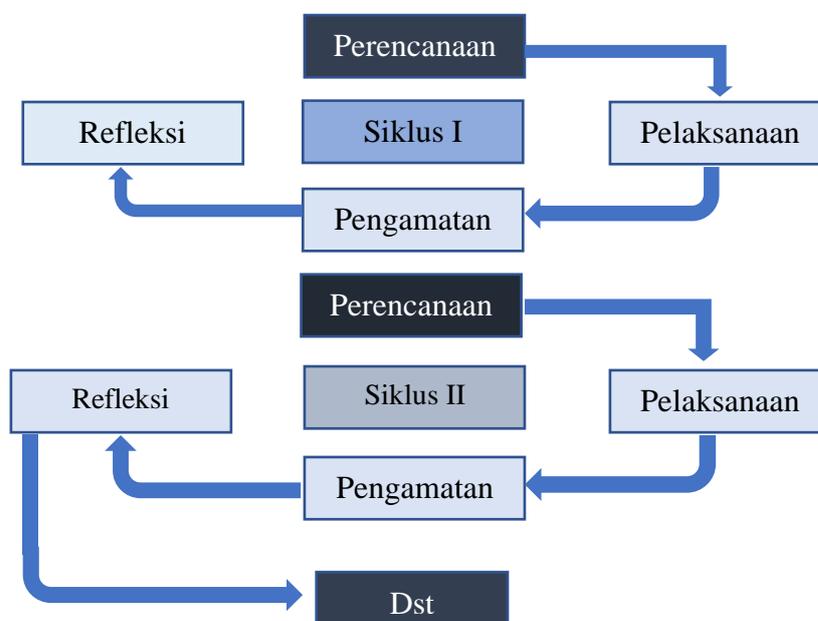


Figure 1: PTK cycle according to Kemmis and Mc. Taggart in (Arikunto, 2017)

The cycles planned in this study are 3 cycles, each cycle consists of 2 meetings by following the stages of classroom action research until improvements or enhancements can be achieved. The learning stages in each cycle are based on the PTK cycle according to Kemmis and Mc Taggart namely planning , action and observation , and reflection . At the planning stage, researchers carry out activities 1) Creating teaching modules with teachers related to learning using a portfolio-based learning model. 2) Preparing learning instruments consisting of student activity observation sheets, and student worksheets on the material being taught. At the action stage , namely the implementation of actions or learning that are guided by the learning implementation plan that has been prepared by implementing a portfolio-based learning model consisting of preliminary, core and closing activities. At the observation stage , which is carried out to determine the impact of the actions that have been taken. This activity is carried out by observing the activities of students and teachers along with the implementation of actions in the learning process of the portfolio-based learning model. At the reflection stage

(reflecting) in PTK is an effort to examine what has happened and / or not happened, what has been produced or has not been successfully completed with the corrective actions that have been taken techniques through the process of interview observation, testing and documentation. Data analysis techniques used qualitative and quantitative data analysis techniques. The qualitative descriptive data analysis activity in this study took the model according to Miles and Huberman (Sugiono, 2015: 308) which includes 3 stages, namely reduction, data presentation and conclusion making. Meanwhile, quantitative data analysis to analyze student active participation observation data is carried out through several stages: a) Providing scoring criteria for each indicator of student active participation b) Adding up the scores for each indicator of student active participation c) Presenting the student active participation score for each indicator observed. Criteria for the success of the action A program or action is said to be successful if it is able to achieve the predetermined criteria. Zainal Aqib (2019 : 41) stated that the criteria for the level of student learning success of 75% is considered high.

The performance indicators consist of action variables and expectation variables. In the Action variable, namely the implementation of the portfolio-based learning model, it is said to be optimal and successful if it has reached 80% or 16 out of 20 descriptors. While the expectation variable indicator, namely the percentage of active participation indicators of students, is said to be successful if it reaches a minimum of the total students have reached the good category, this shows that from the total number of 34 students, at least 25 students actively participate in learning Pancasila and Citizenship Education.

Results and Discussion

The following are the results of research and discussion regarding the application of a portfolio-based learning model to increase students' active participation in Pancasila and Citizenship Education (PPKn) learning in class VIII-G at SMP N 5 in the 2024/2025 academic year.

Research result

The research was conducted from July to August 2024. The implementation of classroom action research was carried out for 3 cycles, each cycle consisting of 2 meetings and 4 stages, namely planning, implementation, observation, and reflection. In this study, the researcher observed the implementation of portfolio-based learning models by teachers and the increase in active student participation in each cycle based on predetermined indicators. The results of the study from the pre-cycle, cycle I, cycle II, cycle III are as follows:

Pre-Research

Before conducting the research, it was started by conducting observations and interviews with PPKn teachers of class VII-G. Learning in the classroom was quite dominated by the teacher and the material delivered entirely by the teacher and in the process of teaching and learning activities, students tended to be passive in learning such as in the courage to express opinions was still low and tended to be afraid and shy because they were afraid of being wrong. It was seen that the class students were still passive and not used to participating actively in learning, therefore improvements were needed by implementing a portfolio-based learning model.

Cycle I

In each cycle, there are two things observed by researchers, namely observing teacher activities in implementing portfolio-based learning models and increasing active student participation in each cycle based on predetermined indicators.

Results of observations on the application of portfolio-based learning models

The implementation of portfolio-based learning model consists of 3 indicators. The results of observations of the implementation of portfolio-based learning model by teachers where in the preliminary activities of 7 descriptors 5 descriptors or 25% of the total number of descriptors appear while in the core activities of 9 descriptors 8 descriptors or 40% of the total number of descriptors appear and in the closing section of 4 descriptors 2 descriptors or 10% of the total number of descriptors appear. Thus, out of 20 descriptors, 15 descriptors or 75% of the total number of existing descriptors are determined to appear. Based on observations of teacher activities in implementing portfolio-based learning model, it has not reached the previously determined success indicator, namely a minimum of 16 descriptors out of 20 descriptors or 80% of the total number.

Results of observations of increased active student participation

Based on the results of observations of student activities during 2 meetings in cycle I, the following is a table of achievements in student active participation in cycle I actions:

Table 2: Increase in active student participation in cycle I

Aspect	Indicator	Number of students who scored				Presentation	Category
		1	2	3	4		
Physique	Ask the teacher or other students about things you don't understand.	12	13	5	-	44%	Very less
	Conduct group discussions according to teacher instructions	-	2	28	-	71%	Enough
	Express opinions or responses	13	4	13	-	50%	Very less
	Student creativity in portfolios	-		19	11	84%	Good
Psychic	Involved in problem solving	13	4	8	4	54%	Very less
	Respect other people's opinions	1	19	10		57%	Not enough
	Average percentage					60%	

Based on table 4.2 above, it can be seen that the percentage of success of active student participation is that students' willingness to ask teachers or other students about things they do

not understand is 44%, which is still relatively low, students' ability to conduct group discussions according to teacher instructions is 71%, awareness of respecting other people's opinions is 57%, involvement in problem solving is 54%, students' ability to convey student opinions is 50% and students' creativity in portfolios is 84%.

Table 2 Frequency of active student participation in Cycle I

Active participation of students	Amount
> 75%	17
≤ 75%	13

Based on the table above, it can be concluded that there are 17 students who are classified as actively participating in class from the total number of students present or active student participation reaches 57% of the total number of students and students are categorized as still lacking active participation, there are 13 students or 43% of the total number. Thus, based on observations, it can be seen that the active participation of students has not reached the predetermined success indicators where the application of the portfolio-based learning model is said to be successful if the percentage of active student participation reaches 75% of the total number of students .

Cycle II

After improvements were made in cycle II based on the constraints that occurred in cycle I, the results of observations of teacher activities in implementing portfolio-based learning models and active student participation increased.

Results of observations on the application of portfolio-based learning models

Based on the results of observations of teacher activities in observing the implementation of portfolio-based learning models where in the preliminary activities of 7 descriptors 7 descriptors or 35% of the total number of descriptors appear while in the core activities of 9 descriptors 9 descriptors or 45% of the total number of descriptors appear and in the closing section of 4 descriptors 4 descriptors or 20% of the total number of descriptors appear. Thus, from 20 descriptors, 20 descriptors or 100% of the total number of existing descriptors are determined to appear. Based on observations of teacher activities in implementing portfolio-based learning models, it has exceeded the previously determined success indicators, namely a minimum of 16 descriptors from 20 descriptors or 80% of the total number.

Observation results of increasing active student participation

Based on the results of observations of student activities during 2 meetings in cycle II. The following is a table of achievements of active student participation in cycle II actions:

Table 3 p percentage of active student participation indicators in cycle II

Aspect	Indicator	Number of students who scored				Presentation	Category
		1	2	3	4		

Physique	Ask the teacher or other students about things you don't understand.	-	4	16	10	80%	Good
	Conduct group discussions according to teacher instructions	-	2	19	9	80%	Good
	Express opinions or responses		6	12	12	78%	Good
	Student creativity in portfolios	-	1	9	20	91%	Very good
Psychic	Involved in problem solving	-	4	-	26	90%	Very good
	Respect other people's opinions	-	8	8	14	80%	Good
	Average percentage					83.0555 %	

Based on the table above, it can be seen that active student participation has increased quite well. Students' willingness to ask the teacher or their friends about things they do not understand has increased from 44% in cycle II to 80%. If in cycle I, students' willingness to ask the teacher or their friends about things they do not understand is still quite low. In cycle II, the teacher provides more interesting material in the form of case narratives that are close to the lives of students and forms of concerns that often occur in the family, school and community environments, thus increasing students' focus on the material and their interest in solving problems. Likewise, other indicators have increased after improvements were made in cycle II.

Table 4 Frequency of active participation of students in Cycle II

Active participation of students	Amount
> 75%	27
≤ 75%	4

Based on the table above, it can be concluded that there are 27 students who are classified as actively participating in class from the total number of students present of 31 people or active student participation reaches 87% of the total number of students and students are categorized as still lacking active participation, there are 4 students or 13% of the total number. However, although in cycle II it has achieved the success indicator, it is necessary to ensure again whether the increase in active student participation occurs due to the implementation of the portfolio-based learning model or occurs naturally due to other factors, therefore it is necessary to hold the next cycle, namely cycle III.

Cycle III

Planning in cycle III is the same as planning in cycle II. At this stage, the researcher together with the teacher maintains the planning strategy for implementing Pancasila Education

learning to increase active student participation in cycle II to see whether in the implementation of cycle III the increase in active student participation is truly influenced by the portfolio-based learning model.

Results of observations on the application of portfolio-based learning models

Based on the results of observations of teacher activities in observing the implementation of portfolio-based learning models where in the preliminary activities of 7 descriptors 7 descriptors or 35% of the total number of descriptors appear while in the core activities of 9 descriptors 9 descriptors or 45% of the total number of descriptors appear and in the closing section of 4 descriptors 4 descriptors or 20% of the total number of descriptors appear. Thus, from 20 descriptors, 20 descriptors or 100% of the total number of existing descriptors are determined to appear. Based on observations of teacher activities in implementing portfolio-based learning models, it has exceeded the previously determined success indicators, namely a minimum of 16 descriptors from 20 descriptors or 80% of the total number.

Results of observations of increased active student participation

Based on the results of observations of student activities during 2 meetings in cycle I I I. The following is a table of achievements of active student participation in cycle I I I actions :

Table 5 Percentage of active participation indicators for Cycle III students

Aspect	Indicator	Number of students who scored				Presentation	Category
		1	2	3	4		
Physique	Ask the teacher or other students about things you don't understand.	-	1	12	18	92%	Very good
	Conduct group discussions according to teacher instructions	-	2	7	22	93%	Very good
	Express opinions or responses		1	4	26	92 %	Very good
	Student creativity in portfolios	-	-	9	22	95%	Very good
Psychic	Involved in problem solving	-	1	4	25	98%	Very good
	Respect other people's opinions	1	2	10	18	89%	Very good
Average percentage					93.55555%		

Based on the table above, it can be seen that active student participation has increased quite well. Students' willingness to ask the teacher or their friends about things they do not understand has increased, which previously in cycle II was 80% in cycle I I I to 92%. Likewise,

other indicators have increased in cycle III, where students' understanding in conducting group discussions according to the teacher's instructions previously in cycle II was 80% in cycle III to 93%, in the indicator of conveying opinions or responses previously in cycle II was 78 % in cycle III to 92%, in the indicator of student creativity in the portfolio previously in cycle II was 91% in cycle III to 95%, in the indicator of being involved in problem solving, previously in cycle II was 90% in cycle III to 98%, in the indicator of respecting other people's opinions previously in cycle II was 80% in cycle III to 89%.

Table 6 Frequency of active participation by Cycle III students

Active participation of students	Amount
> 75%	29
≤ 75%	2

Based on the table above, it can be concluded that there are 29 students who are classified as actively participating in class from the total number of students who attended, 31 people were present or the active participation of students reached 94% of the total number of students and students who are categorized as still lacking active participation are 2 students or 6. % of the total amount.

Discussion

Discussion of research results obtained from data analysis obtained during the observation process in each cycle I, II and III.

Implementation of Portfolio-Based Learning Model

The use of portfolio-based learning models is an alternative in an effort to increase active student participation. This is in line with the opinion of Budimansyah (Tukiran, 2011: 14), Portfolio-Based Learning Model (MPBP) refers to the basic principles of learning including the principle of active student learning (student active learning) centered on students where almost all student activities start from the planning phase in class, cooperative learning groups (cooperative learning) learning processes based on cooperation between students. Thus this can be an alternative way especially to overcome the problem of teachers in making students actively participate in learning.

Table 7 Comparison of the application of portfolio-based learning models in cycles I to III

No	Indicator	Number of descriptors	The number of descriptors that appear each cycle			Presentation Should Be
			I	II	III	
1	Initial activity	7	5	7	7	80%
2	Core activities	9	8	9	9	
3	Closing	4	2	4	4	
Amount		20	15	20	20	

Percentage (%)	100%	75%	100%	100%
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Based on the table above, it is known that the implementation of the portfolio-based learning model in cycle I, 15 descriptors (75%) of the 20 descriptors (100%) that appeared have not reached the expected descriptors . After improvements made in cycle II, the number of descriptors that appeared increased by 25% from cycle I 75% increasing to 100% with the emergence of 20 descriptors (100%) exceeding the predetermined success indicator, namely $\geq 80\%$, this shows that teachers have been able to implement each syntax of the portfolio learning model as a whole. Likewise, in cycle III, the implementation of teacher activities in the portfolio-based learning model ran smoothly as in cycle II, the number of descriptors that appeared was 100%. With these results, the implementation of the portfolio-based learning model has been able to be implemented well by teachers.

Increasing Active Participation of Students in Each Cycle

According to Mulyasa (Raharjo, 2022: 151) in terms of process, learning and competency formation are said to be successful and of high quality if all or at least most (75%) of students are actively involved, both physically, mentally, and socially in the learning process. Therefore, teacher creativity is needed in teaching so that students participate in learning.

There are two aspects observed to measure the extent to which students' active participation has increased, namely physical and psychological aspects in the application of portfolio-based learning models in class VIII-G at SMP Negeri 5 Mataram. The physical aspect consists of 4 observation indicators, including asking the teacher or other students about things that are not understood , conducting group discussions according to teacher instructions , conveying opinions or responses and student creativity in the portfolio . The psychological aspect consists of 2 observation indicators, namely students are involved in problem solving, Respecting the opinions of others. The results of data on the increase in students' active participation in cycles I and II are as follows:

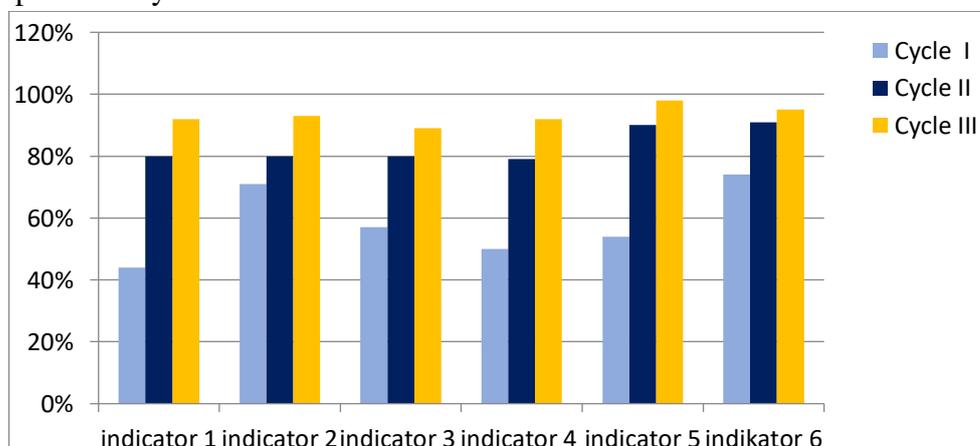


Figure 2. Comparison of Percentage of Success Indicators for Cycles I, II and III

Based on the data obtained in cycle I to cycle III, there was an increase in the indicator of active student participation in PPKn lessons through the portfolio-based learning model in class VIII-G at SMPNegeri 5 Mataram in each cycle.

Table 8 Comparison of Frequency of Active Participation for Cycle I , II and III students

Category	Cycle I		Cycle II		Cycle III	
	Amount	Percentage	Amount	Percentage	Amount	Percentage
> 75%	17	57%	27	87%	28	94%
≤ 75%	13	43%	4	12%	2	6%

Based on the data obtained in cycle I to cycle III in cycle I the percentage of active student participation was 57% or from the total number of 30 students there were 17 people in the category of good active student participation and there were 43% or 13 who had not achieved the indicator of success of active student participation. In cycle II the active participation of students from the total number of 31 students can be presented as 87% of the active participation of students or 26 students are classified as good active participation and students who are classified as less active participation are 16% or 5 students and in cycle III the percentage of active student participation is 94% or from the total number of 31 students there are 29 people in the category of good active student participation and there are 6% or 2 people who are still classified as less active in participating in learning Pancasila and citizenship education. Therefore, based on the results of cycle III where the active participation of class VIII-G students at SMP Negeri 5 Mataram has increased as in the previous cycle, it is proven that the portfolio-based learning model can increase active participation.

Conclusion

Based on the data obtained, it can be concluded that the application of portfolio-based learning models in PPKn learning can increase the active participation of class VIII-G students at SMP Negeri 5 Mataram, this is proven in each cycle of observation results of student active participation increasing. In cycle I, the percentage of student active participation reached 57% of the total number of students present, but after improvements were made in cycle II, the percentage of student active participation increased to 87% and in cycle III, the percentage of students' active participation increased to 94%. Therefore, portfolio-based learning models can increase student active participation where the percentage of success in this classroom action research has exceeded the indicator of student active participation success that has been determined from the beginning, at least 75% success of the action.

Suggestion

Teachers should present material that attracts students' attention, so that students are enthusiastic. in discussing and expressing opinions during teaching and learning activities and it is also better if students are more enthusiastic in actively participating in learning activities and in participating in group discussion activities to exchange information with other students .

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