Students' Perception in Using Portfolios of Arabic Linguistics Course for Independent Learning

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ABSTRACT

Education in university is not only about providing lecture material but also must provide a learning experience. As a student, he must have an independent attitude in learning, be motivated when participating in learning, be responsible for doing assignments, be confident during the discussion process and be able to evaluate his own learning outcomes. This study aims to determine student responses to the use of portfolios that can facilitate students to have an independent attitude in learning. The subject of this study is the students of the Linguistic Course at the State University of Malang. This study uses qualitative methods through observation and questionnaires to determine student responses. Then, to analyze the student responses, the researcher carries out data reduction, data presentation, and conclution drawing. The results of the questionnaire showed that 93.4% of students agreed to the use of portfolios which could increase independence in learning. And the remaining 6.6%, students disagree with the use of portfolios that can increase independent attitudes in learning. This is also evident from the attitude of students when learning takes place, which shows indicators of independent learning, namely having motivation, being responsible, confident, using supporting learning resources, and evaluating the results of their own learning.

KEYWORDS: Arabic Linguistics Course; Independent Learning; Portofolio

مستخلص البحث

لا يقتصر التعليم العالي على توفير مواد أو مفاهيم فحسب، بل يجب أن يوفر تجربة تعليمية. يجب على الطلبة مستقل في التعلم، متحمسًا عند المشاركة في التعلم، مسؤولاً عن أداء الواظيفة، وائثًا أثناء عملية المناقشة وقادرًا على تقييم نتائج التعلم الخاصة به. تهدف هذه الدراسة إلى تحديد استجابات الطلبة استخدام بورتفولييو أن تسهل على الطلبة الحصول على موقف التعلم الذاتي. موضوع هذه الدراسة هو طالبة الماجستير بجامعة مالانج الحكومية لمادة علم اللغة. تستخدم هذه الدراسة البحث الكيفي من خلال الملاحظة والاستبانة لتحديد استجابات الطلبة. ولتحليل استجابات الطلبة، تقوم الباحثة بتقليل البيانات، وعرض البيانات ثم الاستنتاج. تدل نتائج الاستبانة أن ٩٣,٤٪ من الطلبة وافقوا على استخدام بورتفولييو أن تزيد من التعلم الذاتي لدى الطلبة. والباقي ٦,٦٪، لا يوافق الطلبة على استخدام بورتفولييو أن تزيد من التعلم الذاتي لدى الطلبة. يوافق التلعلم الذاتي لدى الطلبة بمؤشرات التعلم الذاتي ألاوهي تحفيز الطلبة وتشجيع والمسؤولية والثقة في التعلم واستخدام مصادر التعلم الداعمة ، وتقييم نتائج التعلم الخاص بهم.

الكلمات الرئيسية: علم اللغة العربي؛ التعلم الذاتي؛ بورتفولييو؛

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Introduction

Education has a very important role in improving the quality of human resources because education has the opportunity and strength to run and make human resources the basic capital in development. The aims of education are to develop the capability, character, and civilization of the nation for enhancing its intellectual capacity. Besides, education is also aimed to develop learners'potentials (Badi et al., 2020). Education makes humans more creative and independent in developing their ability to plan life both for themselves and for their nation and country (Rohani & Kesumawati, 2018).

Education is a pattern of development organized and completed by all human potential: moral, intellectual, physical (five senses), for personality of individual and the use of society, directed to gather all activities for the purpose of life (Ismail, Hadi, Sunaiyah, 2017). According to Malibary, the purpose of education is very important in an educational process, including in the Arabic language education process, because in determining planning, methods and techniques used in the implementation of teaching will be influenced by the objectives of the teaching. Objectives and methods also affect the types and scope of learning materials, teacher qualifications, required teaching media and other factors that can improve teaching effectiveness.

Education is an effort to develop the potential that students have. Knowledge is not imparted but built up by students. The potential of students can be recognized and developed through an active learning process, namely learning is no longer centered on the teacher but is centered on students and the teacher is only a facilitator and guide. So that students have ample opportunity to develop their abilities such as expressing opinions, thinking critically, conveying ideas or ideas, etc (Sahono & Ismareni, 2020). Education as a system is a unit of several components known as subsystems of education. They are: (a) rawinput: citizens to be taught, (b) instrumental input: educational tools that allow the process education, (c) environmental input: state environment that can affect educational process, (d) educational process: the process of interaction between learning citizens, devices and environment to achieve goals education, (e) direct result: graduate which has performance or performance, (f) final result: relevance of graduates to demands society (Mardikanto, 1997, pp. 20-21).

Learning can be interpreted as any effort or teaching and learning process in which there are interactive activities between teacher-students and reciprocal communication that takes place in educational situations to achieve learning goals (Rohani & Kesumawati, 2018). Learning is the result of a synergistic transaction between a person and his environment. Learning is the way people process experiences and the extent of the choices and decisions that people make (Irhamni, Khasairi, Ahsanuddin, 2019). Learning is an effort of teacher or lecturer which consists of material communication tools and activities, attention, assessment and monitoring, then it will be accepted by students (Jiménez, Rodríguez, & Vidal, 2017).

The learning process in university is not limited to providing lecture material and important concepts, but also must provide a learning experience (Lubis, Hasruddin, & Mahmud, 2016). The learning process can be said to be interesting if it has an element of "tickling" for students. Until then students have the motivation to continue

to follow the learning process. Learning can also be said to be fun if it is commensurate and in harmony with the atmosphere that occurs in students (Vandayo & Hilmi, 2020; Afifah et al., 2020). The criteria for learning success can be viewed from the point of view of the process (by process) and the point of view of the results achieved (by-product) (Sudjana & Ibrahim, 2000). Students are expected to develop their creativity so that learning takes place actively, creatively, and for fun. The development of creativity for students can be done by cultivating and stimulating the student learning process so that learning outcomes are better. Students can actualize themselves, which is the main goal of satisfying learning outcomes, creativity helps students put themselves in the right learning situation (Sahono & Ismareni, 2020).

Teachers as educators must have social competence. So, that they are more focused on developing methods and strategies of learning process (Bahruddin, et al., 2021). Educators are educational personnel who are qualified as teachers, lecturers, counselor, tutor, widyaiswara, tutor, instructor, facilitator, and other names as well as participate in the provision of education (Law No.20/2003, Article1, paragraph 5) In (Pokja, 2005). So educators are people who give and convey teachings knowledge to one person or several people. Educators are also implementers and the person in charge of educational activities in educational situations (Prihartini, 2019).

To make a good teaching, teacher should make media, strategies, and concepts. One of them is by applying some methods. According to (Hidayati, 2020), media, strategies, and concepts are very important to increase students' outcome. One of the strategies is by evaluation which can be applied by portfolio. Teacher in delivering material learning requires a method or method certain that the material presented well understood *(*Suseni, Koyan, & Sudatha, 2013*).*

Through portfolio-based learning, in addition to gaining physical experience of objects in learning, students also gain experience or are mentally involved. According to Arifin (2009) portfolio assessment is an approach or model assessment that aims to measure the ability of students to build and reflect on a job/task or work through the collection of relevant materialsbahan with the goals and desires built by students so that the results of the work can be assessed and commented on by the teacher within a certain period. So portfolio assessment is an approach in assessing student performance or is used to assess performance. Physical experiences that involve students or bring students together with learning objects. Direct experience in the sense of paying attention to the initial information that already exists in students, and giving freedom to students to compile (reconstruct) the information they have obtained by themselves. (Nuraeni, 2019).

Many studies show that portfolios can increase student motivation in learning because students already know the student assignment assessment standards so that students try to do assignments optimally (Chairunisa, 2018). Students are more active in communicating with their friends when discussing and are more careful in answering questions from lecturers because they have prior knowledge (Nuraeni, 2019). Portfolio-based learning provides many opportunities for students to carry out learning activities optimally so that it can affect their knowledge competencies or learning outcomes (Marselina, 2019).

The starting point of this research is to use a portfolio to increase learning independence as the goal of education in university. In the context of this research, the

application of portfolios is intended to encourage students to develop their knowledge and skills and get them to document the development of their competencies.

Independent learning is a learning process where each individual can take the initiative, with or without the help of others, in determining learning activities such as formulating learning objectives, learning resources (whether in the form of people or materials), diagnosing learning needs, and controlling the learning process by themselves (Sundayana, 2018).

Based on the explanation above, the researcher wanted to find out what students thought about portfolio-based learning to increase the learning independence they had applied in linguistic learning.

Method

In this study, researchers used a descriptive research type. Descriptive research is research that provides an overview of what is being studied as it is. The results obtained from the analysis are to find an overview of students' perceptions of the use of portfolios to increase learning independence. This research uses a qualitative approach and a quantitative approach. A qualitative approach is used to describe students' perceptions about the use of portfolios. While the quantitative approach is used to calculate the percentage of numbers from the results of the questionnaire regarding student perceptions of the use of portfolios.

In this study, the techniques used for data collection were observation, questionnaires, and documentation. In making observations, there are actions taken by researchers, namely collecting data about everything that happens. Data collected regarding informants' behavior and responses. Thus the results of this observation are also to confirm the data that has been collected through a questionnaire with the actual reality. This observation is used to observe directly and indirectly about learning using portfolios. Meanwhile, the questionnaire was submitted to students to find out their responses to the use of portfolios. Through this questionnaire, the researcher collected data as complete as possible to extract information from respondents and the last one was documentation. The documentation technique is used to collect data from archives and documents that are related to research.

The data analysis process in this research is that the researcher analyzes the data by classifying the data and interpreting the contents of the data. After obtaining the data, the next step is to manage the data through several stages, namely: data reduction, data presentation, and conclusions.

Results and Discussion

Portfolios in Arabic Linguistic Course to Improve Student Learning Independence

During lectures, students study mandatory handbooks and create portfolios through journals and other reference sources. Students document their learning process in the form of a process portfolio containing material summaries and concept maps in three languages with different reference sources. The final grades of students

in this study were taken from several aspects, namely attendance, class participation, presentations, checking daily portfolios, and collecting portfolios at the end of the lecture.

The first step, researcher identified the problem. Lecturers form students into several groups to discuss the material in each title. Second step was looking for information related to the problem being studied. Each group works together to find references that can support the perfect portfolio content. Third step was creating a portfolio. Each student works on assignments as portfolio material according to the provisions of the lecturer with the same reference in each group. Fourth step was presenting the portfolio (showcase). Each group presents the results of their work to the other group by referring to the results of the concept map using three languages. Fifth step was reflection. Lecturers provide conclusions related to problems by doing interactive question and answer in the classroom (Arifin, 2011).

From the explanation of the learning steps described above, students have shown an independent attitude in learning, namely students planning activities for learning, planning the desired learning components and determining learning targets to be achieved then observing and observing their learning (Zamnah & Ruswana, 2018)

Portfolios in Student Perceptions of Independent Learning in Linguistic Course at Universitas Negeri Malang

In this section, a description of the data about students' perceptions of using portfolios is presented. To find out students' perceptions of using portfolios to increase their learning independence, researchers used a questionnaire composed of 26 statement items. The statement consists of five indicators, which are motivation in learning, self-confidence, responsibility, use of learning resources, and evaluation of learning outcomes (Sari, 2017).

The following diagram explains the students 'views on the use of Portfolio in developing self-learning of the linguistics subject at State University of Malang. All these answers indicate the suitability of the teaching process of linguistics using the proposed portfolio.
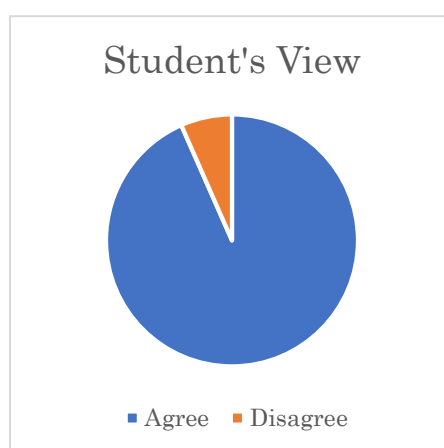

Diagram 1: Students' views on the use of Portfolio in developing self-learning

The diagram 1 shows that from 14 students who become respondents, it is statically shown that 93,4% of students are agree and 6,6 % of students are disagree. This diagram is found from the calculation of the students' point after being respondents . They fill out questionnaire which contain 26 questions. These questions are made based on five indicators of independent learning. They are motivation, self confidence, responsibility, the use of learning resourse, and evaluation of learning outcomes. 11 Questions are for motivation in learning. 6 Questions are for responsibility. 3 questions are for learning resources. 3 questions are for evaluation of learning outcomes.

From 14 students, then the data is calculated statistically and it is found that 93,4% of students who are agree to the use of portfolio in independent learning. This percentage is considered as good, viewed from the category of qustionnaire according to the Table 1.

Table 1. The category of qustionnaire

Score	Category
0 - 19%	Less
20% - 39%	Sufficient
40% - 59%	Moderate
60% - 79%	Good
80% - 100%	Very Good

Discussion

Motivation in Learning

In the first statement, "the portfolio gives a motivation in learning", it is proven by the student response. All respondences are totally agree with 7 stetement but several students are disagree to 4 statement. For detail, it is shown on the diagram 2:
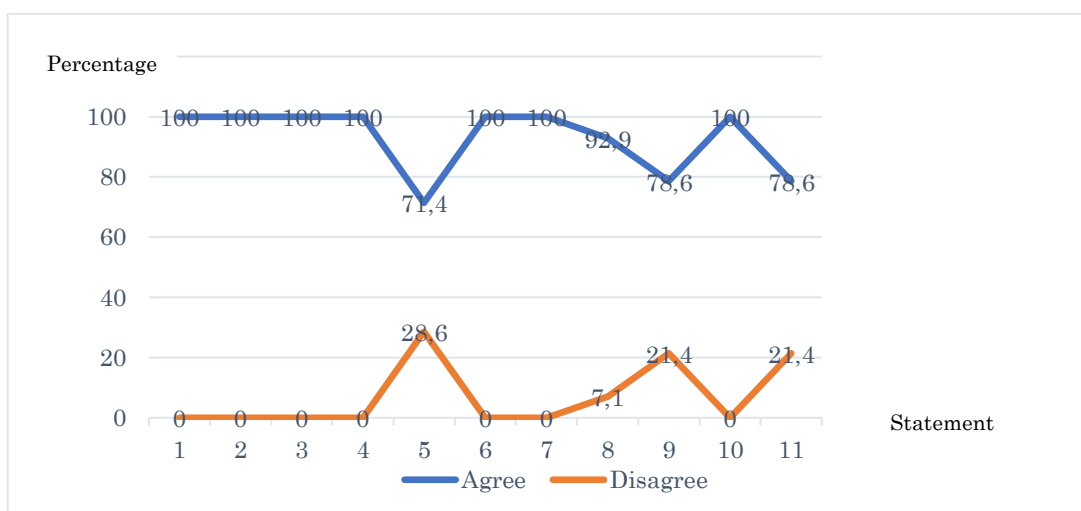

Diagram 2: Motivation in Learning

Based on the diagram 2, in general, the percentage of statements that stated "Agree" was 92.8 % and those that said "Disagreed" was 7.1%. This percentage is found after calculating the data of 14 respondents with 11 questions. The question is presented in the form of statement. Statement 1 states that students come into the class ontime. All respondents are agree with this statement. Then, statement 2 states that the students prepare note book with their initiative. All respondents also state agree to the statement. The statement three states that students pay attention to lecturer's explanation. To this statement, all respondents also state agree. The statement 4 state that students pay attention to other students' response. All respondents also state agree for statement 4. On the next statement, there are 4 respondents who are disagree. This statement is statement 5 which state that students learn in their home before going to campus. So, in statement 5, there are 71,4% of respondents who are agree and there are 28,6% of respondents who are disagree.

On the statement 6, all respondents state agree. The statement 6 states that students take a notes on linguistic course. Then, statement 7 states that th students like to learn linguistic. All respondents states agree. On the next statement, there is 1 respondent who is disagree. This statement is statement 8 which state that students are not bored when studying linguistics. So, in statement 8, there are 92,9% of respondents who are agree and there are 7,1% of respondents who are disagree. The statement 9 states that the students also learn about linguistics when they are outside the class. There are 78,6% of respondents who are agree and there are 21,4% of respondents who are disagree. This means that 4 of 14 respondents do not learn linguistics when they are outside the class. Then, statement 10 states that the students learn linguistics because they want to know more about language. 14 respondents state agree to the statement. Then, the last stement state that students can answer lecturers' question without being appointed by the lecturer. However, all statement arranged by researcher is based on the indicator that portfolio can increase students' motivation in independent learning.

Self-Confidence

In the second statement, "the portfolio increases self - confidence students in learning", 6 questions stated agree and 2 questions stated disagre
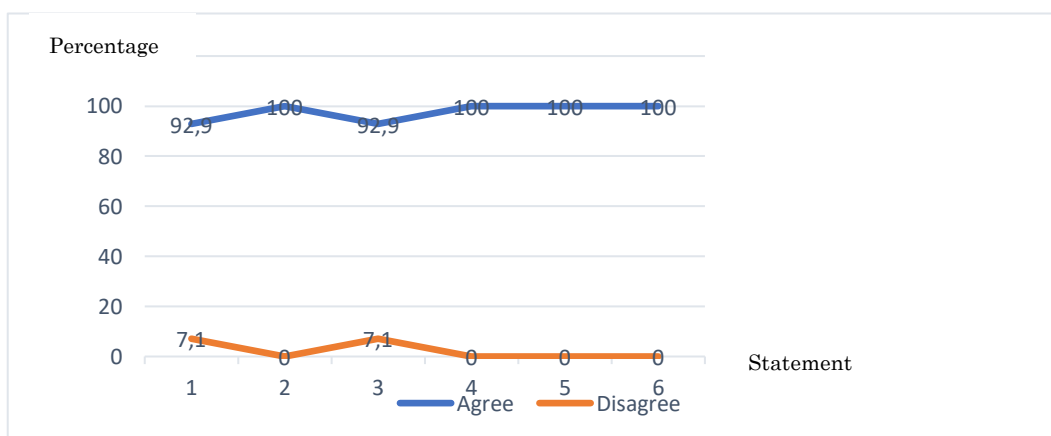

Diagram 3: Self-Confidence

Based on the diagram 3, in general, the percentage of statements that stated "Agree" was 97.6 % and those that said "Disagreed" was 2.3 %. This percentage is found after calculating the data of 14 respondents with 6 questions. The question is presented in the form of statement. The statement 1 states that students are confident to refute their friends' answer when their friends answer wrong. In this statement, there are 13 respondents who are agree and there is 1 respondent who is disagree. So, the percentage is 92.9% for respondents who are agree and 7.1% for the respondent who is disagree. The statement 2 states that the students are confident to support their friends when they answer true. For this statement, all students are agree. So, 100% of respondents are agree and 0% of respondents are disagree. Statement 3 states that the students are confident that they are good in understanding the subject. In this statement, there are 13 respondents who are agree and there is 1 respondent who is disagree. So, the percentage is 92.9% for respondents who are agree and 7.1% for the respondent who is disagree. Statement 4 states that students are confident that they will get the good score. All respondents are agree with this statement. Then, statement 5 states that the students are confident to solve some troubles faced and they can finish assignments ontime. All respondents are agree with this statement. The statement 6 states that the students do not plagiarize their friends' work. For this statement, all students are agree. However, all statement arranged by researcher is based on the indicator that portfolio can increase students' confidence in independent learning.

Responsibility

In the third statement "the portfolio improve of student responsibility in learning", 2 questions agree and 1 question disagree.
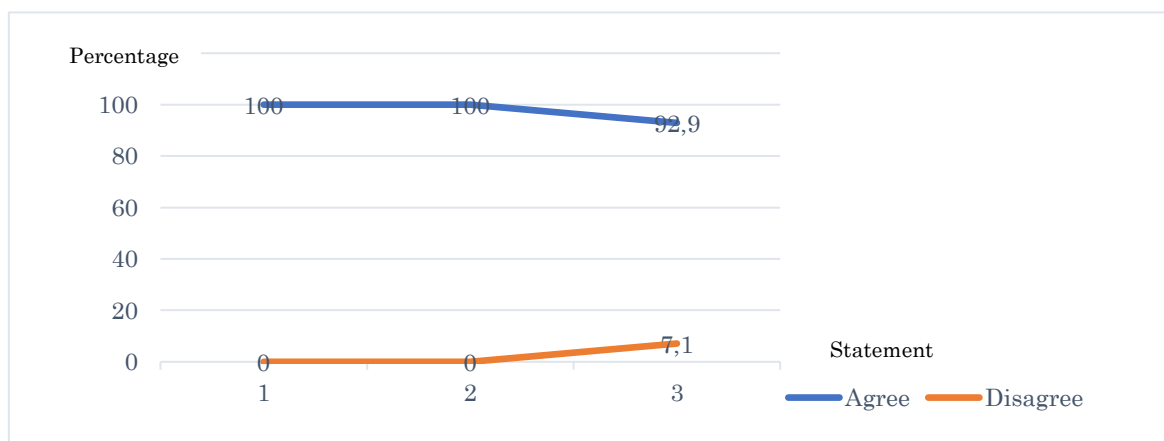

Diagram 4. Responsibility

Based on the diagram 4, in general, the percentage of statements that stated "Agree" was 97.6 % and those that said "Disagreed" was 2.3 %. This percentage is found after calculating the data of 14 respondents with 3 questions. The question is presented in the form of statement. The statement 1 states that the students focus before finishing assignments. For this statements, all respondents are agree. The statement 2 states that the students discuss about the subject when they do not understand. All students are agree to this statement. On the other hand, 13 respondents are agree and 1

respondent is disagree to statement 3. It states that the students ask to lecturer about the current subject when they do not understand. So, statement 3 presents 92.9% for "agree" and 7.2% for "disagree". However, all statement arranged by researcher is based on the indicator that portfolio can increase students' rosponsibily in independent learning.

The Use of Learning Resources

In the fourth statement "Portfolios require students to take advantage of other learning resources in learning", 2 questions agree and 1 question disagrees.
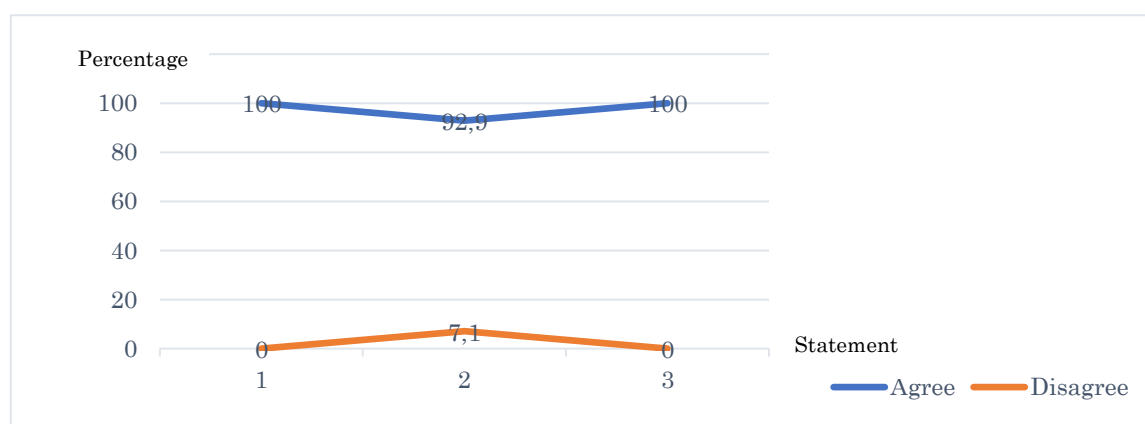

Diagram 5: The Use of Learning Resources

Based on the diagram 5, in general, the percentage of statements that stated "Agree" was 97.6 % and those that said "Disagreed" was 2.3 %. This percentage is found after calculating the data of 14 respondents with 3 questions. The question is presented in the form of statement. The statement 1 states that the students try to look for some books of linguistics by themselves. For this statement, the respondents are agree. Then, the statement 2 states that students use learning media of linguistics such as articles, pictures, and videos. On this statements. There are 13 students who are agree and there is 1 student who is disagree. This means that 92.9% of respondents are agree and 7.1% of respondents are disagree. Then, the statement 3 states that the students search some resources through internet. All students are agree with this statement. Based on the diagram, it shows that portfolio can increase the use of learning resourse for students. So, portfolio can help student to learn indepently.

Evaluation of Learning Outcomes

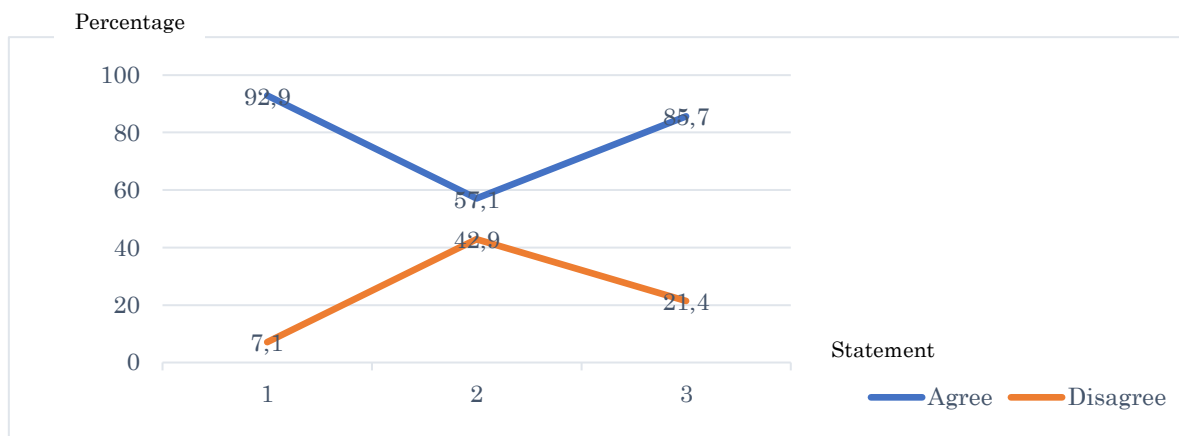In the fifth statement "The portfolio evaluates the output in learning", 3 questions stated disagree.

Diagram 6: Evaluation of Learning Outcomes

Based on the diagram 6, in general, the percentage of statements that stated "Agree" was 76.2 % and those that said "Disagreed" was 23.8 %. This percentage is found after calculating the data of 14 respondents with 3 questions. The question is presented in the form of statement. The statement 1 states that students know the benefit of learning linguistic subject. On this statement, 13 respondents are agree and 1 respondent is disagree. This means that 92.9% of arguments are agree and 7.1% of respondents is disagree. The statement 2 states that students learn linguistics in their house with friends after learning in campus. 6 respondents are agree and 5 respondents are disagree. This means that 57.1% of arguments are agree and 42.9% of respondents is disagree. The statement 3 states that students learn linguistics in their house by themselves. 13 respondents are agree and 1 respondents are disagree. This means that 85.7% of arguments are agree and 21.4% of respondents is disagree. Based on the diagram, it shows that portfolio can increase learning outcomes of students.

Portfolio implementation through a process of discussion, presentation, summary, concept map, and completion of assignments carried out continuously is proven to be able to improve the quality of the learning process, especially the level of student activity in attending lecture activities. Student participation increases in class discussions during lecturer presentations, namely student activeness in answering lecturer questions, asking questions to lecturers, expressing opinions, responding to other students' opinions.

The learning atmosphere also looks livelier and more enjoyable because of the smooth two-way communication in the learning process. This happens because from the start it has been said that student activities will be carefully recorded and will be assessed carefully, as a result, students are very enthusiastic and more motivated in attending lectures.

Student activeness is not only shown in the discussion process but also in group activities. The involvement of students in group activities has increased significantly. They work together and share in the completion of group assignments.

With portfolio-based learning which includes lectures, discussions, exercises, projects, and various assignments both independently and in groups, students' learning

activities and interests have increased significantly as well as their level of understanding of course materials has also increased.

Even with the integration of learning and assessment methods, students become more serious in doing all the tasks given by the lecturer. If so far students in submitting assignments seem modest and do not pay attention to the content and quality of the assignments, then this portfolio makes them work harder to be able to produce quality assignments and submit assignments on time.

The number of exercises and assignments, like it or not, students must also be actively involved in every lecture activity. The number of exercises given makes students have to participate actively because the completion of assignments and exercises is not only carried out by the lecturers but also involves students actively. According to (Side. 2004), Giving assignments in the form of homework has a positive influence on increasing student learning achievement. This means that exercises and assignments are very important to student's outcome and independence. This is in accordance to a research carried out by Fitriliza and Fahmi (2017) with the result which shows that learning Arabic language courses with sample model assignment methods, exercises, and independent work can be used as an effective strategy or way to increase mastery of Arabic words in students of the Faculty of Religion of Prof Dr Hamka Muhammadiyah Islamic University.

According to (Sagala, 2005), assignment method is a way of delivering lesson material. However, the teacher gives certain tasks for students to do learning activities. Then the student must responsible for their tasks. So that, students understand the material better and the teacher can check whether the students have understood. Tasks can stimulate children to be active in learning both individual or group.

To increase students' interest in learning outside the classroom, the lecturer gives assignments to be done either individually or in groups. The results were quite effective in increasing student interest in learning and independence.

Conclusions

Based on the results of research on the implementation of portfolio assignments in Linguistics Subjects at the State University of Malang**.** There are several things that can be concluded. First, the independent attitude of student learning increases because of the gradual and structured assignments. Second, the assignment of portfolios can increase students' learning independence because they already know the direction of learning objectives so that they can learn better. Finally, the researcher found that students were more independent in learning when portfolio assignments were applied to teaching as seen from the results of student assignments and student responses to questionnaires. For further researcher, this research can be developed into another aspects such as some actions carried out to follow portfolio process in increasing students' achievement, the use of portfolio to increase achievement, etc.

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