Equilibrium in Civic Education Assessment in Primary Schools of Indonesia: Character and Existence

Ady Ferdian Noor[a*], Diplan[b], Ise Aftitah[c], Siti Irene Astuti Dwiningrum[d], Haryanto[e], [a,b,c]Muhammadiyah University of Palangkaraya, Indonesia, [d,e]Yogyakarta State University, Yogyakarta, Indonesia, Email: [a*]adyferdian.2018@student.uny.ac.id

Each nation and state recognises the importance of national character building in order to preserve and maintain its existence as a nation-state. Character and existence are built through learning, one of which is of Civic Education subjects, which aims to equip every citizen to realise civic participation as an embodiment of civic responsibility. This study uses meta-analysis, trying to reveal the results of portfolio assessment research on thematic learning related to the 2013 curriculum, e-portfolios, teacher and student perceptions, and the new Civic Education Paradigm. The results of this study, portfolio assessment on the thematic learning Civic Education, need to be developed by teachers in accordance with the new paradigm of Civic Education Subjects in a sustainable and systematic manner in elementary schools. Students are ultimately expected to have balanced competence, namely as being able to develop intelligence (civic intelligence), be able to demonstrate civilisation (civic civility), and carry out participation (civic participation), as well as the responsibilities (civic responsibility) of citizens.

Key words: *Assessment, Civic Education, Primary School, Character, Existence.*

Introduction

Each country and state recognises the importance of building national character to preserve and maintain its existence as a nation-state. To form the character of a good citizen cannot be separated from education. Education is very instrumental in shaping the good or bad of humans according to the theme of local wisdom of each region (Noor *et al*, 2019). Law Number 20 Year 2003 concerning the National Education System, states that the national education system functions to develop the ability and shape the dignified character and

civilisation of the nation in the context of developing the intellectual life of the nation, with the aim of developing the potential of students to become human beings, beings who believe and fear God Almighty, and are noble, healthy, knowledgeable, capable, creative and independent, and a democratic and responsible citizen (Geske & Cekse, 2013; Li & Kennedy, 2016; Mulyono, 2017; Rozman & Cortes, 2019). Diverse potential assessments make many types of assessments so that teachers are less optimal in assessing student learning processes. The teacher considers this assessment complicated and difficult to do because the assessment process is carried out simultaneously with the learning process. Changes in the learning paradigm in the 2013 curriculum, created problems for teachers in the assessment process. Teachers still practice evaluation of only a great deal of knowledge, whereas in 2013 the curriculum of teachers was asked to conduct assessments on aspects of intelligence, attitudes and skills. Another problem which arises is changes in the 2013 curriculum in the learning process in the classroom still receive less attention; not all teachers innovate in the assessment of students in the learning process (Mokshein *et al*, 2015). The teacher must carry out detailed assessments ranging from intelligence, behaviour and attitudes to overall student skills, not to mention that the teacher conducts an assessment simultaneously with the teaching and learning process (Ruslan *et al*, 2016; Martin, 2019). Citizens' character must be developed in a balanced manner between intelligence, attitude, appearance, commitment, and skills through assessment of the portfolio of Civic Education subjects.

Students state that they can decide on daily matters such as choosing clothes and what to eat. The learning process in elementary schools requires the active involvement of students and aims for mastery of cognitive, affective, and psychomotor skills formed in students; then measuring instruments of learning outcomes is not enough if only by objective or subjective tests (Agus & Samuri, 2018). By means of these assessments, students' skills in conducting activities, both when conducting experiments and creating work, cannot be revealed. Likewise about student activities while working on assignments from the teacher, whether in the form of assignments to conduct experiments, demonstrations and observations (Rhodes, 2014).

The development of Civics Education in Indonesia began in 1947. Civics Education subjects aimed at realising good civic behaviour in accordance with the rights and obligations of the students. The name of the subject of Civic Education has also repeatedly changed its name and curriculum. The 2013 curriculum is the latest curriculum used in the education system in Indonesia today. The 2013 curriculum is different from the previous curriculum, namely the Competency Based Curriculum and the Education Unit Level Curriculum. Changes to the concept in the 2013 curriculum system include changes in Graduation Competency Standards, changes in curriculum structure, achievement of student competencies that are tailored to the needs of the 21st Century, and changes in learning using a scientific approach. The legally formed 2013 Curriculum is based on the National Education System Law

Number 20 of 2003, but in its implementation is based on Government Regulation Number 32 of 2013 concerning Amendments to Government Regulation Number 19 of 2005 concerning National Education Standards. The change in curriculum has also impacted the subject of Civic Education in Indonesia, which originally used the term Civics Education changed back to Pancasila and Civic Education (Wibowo & Wahono, 2017; Barber & Ross, 2018). The subject of Civics Education is the spearhead of returning the character of citizens so that the existence of a global society can progress.

The new paradigm of psychopedagogical/andragogical and sociocultural civic education must be designed, implemented, and evaluated in the context of developing civic intelligence that is psychosocially reflected in the mastery of civic knowledge, the realisation of civic dispositions, the appearance of civic intelligence skills (civic skills), civic commitment, and civic competence, all of which emanate from and crystallise again into civic virtues. This aims to equip every citizen to be aware of civic participation as an embodiment of civic responsibility (Piršl *et al*, 2007; Goodwin, 2015; Winataputra, 2016). Television media, close family, environment, teaching processes and some developmental characteristics were found to have influenced children's decision-making (Barber & Ross, 2018; Schleicher, 2018: 4-5).

Education is one of the concepts offered in elementary schools and has an important role in shaping the personality and intelligence of children. Generally the community knows more about learning patterns providing information about concepts that only rely on the level of intelligence, so students tend to get bored easily and tend to be lazy with learning systems like this. Therefore the application of the assessment is an important part of a learning process related to the achievement of student learning outcomes. A good assessment pattern can make a positive contribution to the teaching and learning process and will affect student learning outcomes (Li *et al*, 2011).

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Article 37 paragraph (1) letter b states that the curriculum for primary and secondary education is required to include civic education. In the world of education, the portfolio can be used by teachers to see the development of students from time to time based on a collection of work as evidence of a learning activity. Portfolios can also be seen as a pedagogical social process, namely as a collection of learning experiences found in the minds of students, both in the form of knowledge (cognitive), skills (psychomotor) and attitudes and values (affective). That is, portfolios are not only tangible objects, but include "all inner experiences" that occur in students. Portfolios can also be used by students to collect all documents from science that have been learned, both in the classroom, on the school grounds or outside the school. In the field of language, a portfolio can be a word that is often juxtaposed with other concepts, such as: learning and assessment, because it arises the terms portfolio-based instruction and portfolio-based assessment (Arifin, 2012)..

Portfolio assessment as an assessment of new models implemented in Indonesia since the 2004 curriculum, certainly has certain aims and objectives, namely to improve the quality of education in Indonesia. This is indeed reasonable and logical because so far the assessment system used in madrassas tends to only see the learning outcomes of students and ignore the learning process, so the final value reported to parents and related parties only concerns the cognitive domain. Attitudes, interests, motivation and other process skills are almost never touched. Portfolios as a form of class-based assessment have a very strategic function and role to cover the weaknesses of the assessment that has been done so far. Therefore, portfolio assessment must be done accurately and objectively and based on authentic evidence owned by students (Kartowagiran, 2014; Schleicher, 2018; Demir *et al*, 2019). Portfolio assessment causes an increase in the character of citizens, especially students, so that the holistic potential is achieved with maximum thematic learning.

Perception of Thematic Learning and Assessment of Holistic Portfolio

In schools, the symptoms of personal and social crises are evident in the daily behaviour of students. Individualistic, selfish, indifferent attitudes, lack of responsibility, lazy to communicate and interact even prefering ear plugs with headsets connected to communication devices or low empathy and caring for others, is a phenomenon that shows the absence of social values in daily life . Faced with such conditions, education in schools is expected to be able to contribute sufficiently, because education has a function and role in increasing human resources that can be a major force in overcoming and solving social problems faced (Sudirman, 2015; Goodwin, 2015; Adelaman & Taylor, 2016).

Effective pedagogical strategies are needed and by recognising the role of the teacher, existential pedagogy implemented in the form of thematic learning will involve students and will explain to them their existential motivation for learning. This study reveals that every technique, every tool, every movement is a way that opens the world, therefore existentialist teachers must present subject matter with all views in the form of possible themes about it. Individual students have the opportunity to live more purposefully in complex and rapidly changing conditions. This attribute clearly has implications for students even outside of school. It also has applications for adults who especially experience personal existential crises in their lives. The educational implications derived from existentialism enable one to understand how their lives can be more meaningful (Malik & Akhter, 2013; Nurhamidah, 2018).

Thematic learning is expected to solve the problem of students' basic abilities, especially the ability to read, write and count in elementary school so that they are able to accept and translate themes taught through the 2013 curriculum (Krissandi & Rusmawan, 2015). This is

caused by the teacher's limited ability to plan and carry out thematic learning and assessment of thematic learning. Both are caused by the educational process in its path and lack of training on thematic learning, which resulted in learning using a thematic approach that could not be realised properly. Moreover, it is realised, that the application of learning using this approach requires high preparation from the teacher, in terms of time, resources, teaching materials, and other supporting tools. Thematic learning requires portfolio assessment as a comprehensive assessment of reading, writing, and calculating abilities so that student development can continuously be seen with physical evidence collected so as to increase the potential and student learning outcomes (Nurmin & Kartowagiran, 2013; Sutrisno, 2015; Azhar, 2018; Purnamasari *et al*, 2018).

There is a reciprocal relationship between student construction and the existence of teachers and their perceptions of one another. Students who are represented with successful and positive personal constructs, and thus are seen as ideal students, tend to see their teachers as ideal teachers. In the same vein, students who are represented with negative personal constructs tend to evaluate negatively the teacher who has this representation. According to students who are interpreted as unsuccessful and negative, the ideal teacher has a 'love theme' (understanding, affection, etc.); according to students who are interpreted as successful and positive, the ideal teacher has a 'mastery theme' (expertise, field knowledge, teaching style, etc.) (Sanberk & Bağış, 2016; Noor *et al*, 2020).

In reality, in the field, especially in partner primary schools, there are still many teachers who do not understand the whole portfolio, and also lack proper planning in designing portfolio assessments. Indirectly various problems arise from the application of portfolio assessments, one of which is related to the low performance of teachers on the competence and quality of themselves in managing class actively and creatively, especially in designing appropriate assessments to assess student learning outcomes. Where the reality is now that teachers still do not really understand the importance of portfolio assessment in the learning process. The role of the teacher in the school is very important; the teacher plays a role in preparing for the implementation of learning plans, choosing the right material, organising the class and choosing the right evaluation tools to measure the success of students in achieving the learning objectives that have been designed. This phenomenon shows that the assessment system used in measuring student learning outcomes is very influential on learning strategies designed and implemented by teachers. The correct assessment system is of course must be aligned with the objectives and learning process (Fazilla & Marisa, 2016; Daniskova & Luksik, 2017).

As Hong Kong schools move towards reforming the assessment system, researchers have found the use of portfolios is an important aspect of quality reform. Our research highlights that portfolio assessment is underutilised in Hong Kong, although recent policy and reform

documents have called for this alternative type of student assessment. This research reveals that this is partly due to the fact that only a few education officials truly understand the impact of the assessment strategy, and have done little to prepare teachers and administrators (Bryant & Timmins, 2002: 4-5).

Research data in Hong Kong, Turkey, and Israel show that portfolio assessment can be used to help students and teachers work together by improving teaching and learning in the classroom. This research clearly shows that the use of alternative authentic assessments such as portfolio assessment, increases student learning and teacher professionalism (Birenbaum, et al, 2015; Sanberk & Bağış, 2016; Aksit, 2016). However, the data also shows that many education policy makers have ignored important elements and need to ensure success - staff development and implementation guidelines for teachers and principals. Reform and changes in literature have repeatedly shown that if reform initiatives have opportunities for success and long-term impact, teachers and principals need to know the best way to implement the suggested strategy - simply writing a policy does not guarantee success (Bryant & Timmins, 2002; Kopish, 2017).

Assessment of Student Competency Achievement includes competencies in attitudes, knowledge, and skills that are carried out in a balanced manner so that it can be used to determine the relative position of each student against established standards. Scope of assessment refers to the scope of the material, subject competencies/content competencies/program competencies, and processes. Arifin (2012) describes portfolio assessment as an assessment of a new model that has been implemented in Indonesia since the 2004 curriculum, which certainly has certain aims and objectives, namely to improve the quality of education in Indonesia. This is indeed reasonable and logical because so far the assessment system used in schools tends to only see the learning outcomes of students and ignore the learning process, so the final grade reported to parents and related parties only concerns the cognitive domain. Attitudes, interests, motivation and other process skills are almost never touched. Portfolios as a form of class-based assessment have a very strategic function and role to cover the weaknesses of the assessment that has been done so far. Therefore, portfolio assessment must be done accurately and objectively and based on authentic evidence owned by students. Kartowagiran, 2014; Hadikusuma, 2015; Setiawan & Sitompul, 2017 suggested that there were several Ministerial Decrees related to learning evaluation to monitor the process, progress, and learning outcomes. The Decree of the Minister of National Education Number 012/U/2002 regarding the Assessment System in Primary Schools, Extraordinary Elementary Schools, Extraordinary Basic Schools, and elementary level religious schools article 3 paragraph (1) states that the types of assessments in schools consist of grade assessments and examinations. In paragraph (3) it is stated that the assessment is done through written tests, oral tests, tests of deeds / practice, assignments, and a collection of student work (portfolio). Furthermore, in paragraph (4) article 3, it is also

explained that class assessment and examinations cover cognitive, affective, and psychomotor aspects. Meanwhile in paragraph (1) article 58 of Law Number 20 Year 2003 regarding the National Education System, it is stated that the evaluation of student learning outcomes is carried out by educators to monitor the process, progress, and improvement of student learning outcomes on an ongoing basis. To find out the possible implementation and usefulness of several government policies contained in the Law and Ministerial Decree, a discussion is needed.

The techniques and instruments used for the assessment of competency attitudes, knowledge, and skills are as follows: 1. Attitude competency assessment. Educators conduct attitudes' competency assessment through observation, self-assessment and peer evaluation by students and journals. The instrument used for observation, self-assessment, and student-to-student assessment is a check list or rating scale accompanied by a rubric, whereas in journals the form is an educator's note - a. Observation; b. Self-assessment; c. Inter-participant assessment; d. Journal, 2. Assessment of Knowledge Competence Educators assess knowledge competency through written tests, oral tests, and assignments. a. Written test instruments; b. Oral test instruments; c. Assignment instruments, 3. Skills Competency Assessment Educators assess skills competency through performance appraisal, namely assessments that require students to demonstrate a particular competency using practice tests, projects, and portfolio assessments. The instrument used in the form of a checklist or rating scale equipped with a rubric - a. Practice test; b. Project; c. Portfolio assessment (Klinger *et al*, 2012; Kartowagiran, 2014).

Some examples of student assignments are categorised as portfolio evaluations. However, these examples have not been able to clearly distinguish between the type of process portfolio with the type of portfolio of results. The following are a few examples of student work classified into portfolio types: 1) the results of an inquiry project, or student practice presented in writing; 2) student work using recording equipment, or computers, or diskettes; 3) analysis of situations relating to or relevant to the subject matter concerned; 4) pictures or reports of observations; 5) description and problem-solving diagram; 6) group work report; 6) solving open questions; 7) reports on students' attitudes toward learning 8) awards, written; and 9) works in the form of writing, summaries; 10) group work report; 11) stories about pleasure or displeasure; 12) stories about students' own efforts in overcoming psychological obstacles, or attempts at self-improvement, in studying the subject matter concerned; 13) the work in the subject matter, which is not assigned by the teacher. (Ministry of National Education, 2004).

Portfolios in education are the best collection of jobs owned by students in the form of work in terms of intracurricular and extracurricular tasks, which are the most meaningful as a result of their learning activities in a particular field (subjects) (Mansyur *et al*, 2015). Portfolios, in

addition to using paper, are in line with the changing times. Portfolios use electronic data Electronic portfolios have a positive impact on the learning process in the broadest range of the education sector and students of all ages (Theodosiadou & Konstantinidis, 2015).

One of the advantages of portfolio assessment is that it provides the opportunity for students to be more involved, and students themselves can easily control the extent to which the development of abilities they have acquired. So, students will be able to do a self-assessment. The skills to find their own strengths and weaknesses, as well as the ability to use these strengths to overcome their weaknesses, are important basic assets in the learning process (Arifin, 2012). The application of students' thematic portfolio assessments based on the new paradigm of Civics will obtain holistic information about civic virtues / civic competencies, civic participation, and civic responsibility integrated with various subjects (Schleicher, 2018).

Assessment of Portfolio Education in Civics in Indonesia's Elementary School: Characters and Existence

Portfolio assessment can encourage student self-evaluation because it can be used as a formative and summative tool, namely the context of developing civic intelligence, and as a formative tool used to monitor student progress from day to day and to encourage students to reflect on their own learning. As a summative tool it is used to fill in student report cards that show student achievement in subjects. Furthermore, it provides information to parents about the complete development of students with the support of accurate data and documents (Saputra, 2012). Portfolio assessment can attract students' learning interest by looking directly at the object to be conveyed. Portfolios as one of the assessment instruments must be able to reflect student learning outcomes or work outcomes towards something they have learned. In other words, portfolio assessment must be able to present the results of students' understanding of the lessons learned so as to be able to reflect the competency that is mastered in a certain period. To arrive at maximum achievement as a result of work or a mirror of student competence, the learning process given must also be in accordance with the conditions / characteristics of the students being assessed (Asyafiq, 2016).

The context of civic civility development. The teacher can innovate; by innovating the teacher can provide methods, strategies and management of learning, so as to provide feedback to students (Piršl *et al*, 2007). To illustrate the achievement of students' competencies in writing exposition essays, the portfolio is in the form of writings that show the process of achieving their competence in writing an exposition essay (if the type of portfolio desired is a type of process portfolio). In conclusion, some examples of portfolios, do not show a series that refers to the process of achieving student competencies in a particular competency, so that a grouping is needed that can clarify the learning achievements

of a student in a structured manner. The implementation of the 2013 curriculum which contains four changes in graduate competency standards, content standards, process standards and assessment standards, has an impact on the competencies that teachers must have in developing learning tools. Learning tools to meet changes in assessment standards make the portfolio the main instrument. Therefore, an assessment of the preparation of portfolio instruments is needed from various aspects (Meng & Idris, 2015). The aspects that are examined in this paper are portfolio assessment based on student learning styles. The intended learning styles of students are visual, auditory and kinesthetic learning styles. Learning style is used as an additional attribute in the preparation of portfolio assessment instruments with the aim that students working on portfolio tasks will be quickly and easily homed in developing their overall competencies, cognitive, affective and psychomotor competencies (Wikanengsih, 2014). Portfolios are important instruments for describing student learning outcomes. Student learning outcomes are the ability of students to do assignments in accordance with the syllabus of subjects.

The context of civic civility development. Portfolio assessment also affects the success or failure of a teacher to teach or deliver material, the assessment must also be in accordance with the rules of assessment that apply from each subject and different basic competencies (Agusditya *et al*, 2017). The application of portfolio assessments in schools, including understanding, planning and observation, shows that partner teachers have understood several aspects related to portfolio assessment, namely the teacher has been able to identify the purpose of using portfolio assessments, understand the contents of the portfolio to be applied to students, have set the focus of assessment and understand the position of portfolio assessment in the assessment of learning outcomes; however, partner teachers lack understanding of the procedures for selecting student portfolios. In planning the teacher also understands several aspects related to portfolio assessment planning, that is the teacher has been able to communicate the use of portfolio assessments to students as seen from the design of the lesson plan prepared by the teacher; the teacher has also determined the type of evidence but has not been seen consistently in all materials and lacks good procedures for selecting evidence collected by students. From the observations it can be seen that the intensity of using portfolio assessment on subjects is still not maximal, where it appears the teacher still does not actively involve students in portfolio assignments and has not used specific assessment criteria for the portfolio. Overall, the application of portfolio assessments in partner schools has not been very good, as seen from the difficulties in designing assessment criteria, assessment formats and portfolio-specific assessment rubrics; this can be influenced by the limited knowledge of partner teachers regarding portfolio assessment (Fazilla & Marisa, 2016). The preparation of portfolio assessments needs to be considered in principle so that they are able to be read logically and systematically. The principles of structuring portfolio appraisal must be obeyed consistently so as to produce a good portfolio.

The context of developing civic responsibility. This type of portfolio assessment can support student learning because: a) as a tool to see the development of student responsibility in learning, b) can expand student learning dimensions, c) can be as an innovation in teaching and learning and the development of students' views in learning (Agusditya *et al*, 2017). Teaching and learning in Greek schools is based on reading books and textbooks, exercises, and practical exercises. Student evaluations and assessments are closely related to written tests or other essays, depending on the age and level of education of students, because these are provided in textbooks and by school teachers. The use of paper-based portfolios is recommended as optional and additional to existing methods, therefore, rarely applied. There are certain factors which are considered as the limitations and weaknesses of research. The novelty of this study, its application in Greek elementary school classes is a limitation because students react positively to innovative learning practices. Weaknesses. One cannot assume that student responses will be the same if the e-portfolio is part of the usual learning procedure. In addition, researchers cannot ensure that progress is monitored in stages primarily for the use of e-portfolios or from teaching practices as a whole and naturally (Theodosiadou & Constantinidis, 2015). Teachers' knowledge about portfolio assessment needs to be developed by using Communication Information Technology, meaning that it is in the industrial era 4.0. Evaluation of primary school portfolios using paper already needs to be evaluated.

The context of developing civic intelligence. Portfolios are a type of student ability assessment based on the ability to produce work; the work produced must come from students' understanding of the material. The portfolio presents various factors of student learning development, ways of thinking, students' understanding abilities, and student attitudes (Agusditya *et al*, 2017). The role of the teacher as the main determinant in the implementation of the assessment: the teacher needs to pay attention to the characteristics and principles that exist in the portfolio assessment to suit the objectives. Conclusions, 1. The contents of the developed portfolio contain daily tasks of students. The task is largely sourced from books. The assignment material that the teacher gives to students is the same as the material contained in the syllabus; this proves the existence of evidence in accordance with existing basic competencies. 2. The evaluation criteria in the learning implementation plan have not been adjusted to the specified achievement indicators. This proves that the teacher has not yet developed the criteria for assessing the contents of the portfolio. 3. The portfolio map prepared by the teacher is not equipped with an assessment format. This proves that teachers have not yet developed a portfolio content assessment format. 4. The assessment techniques developed by the teacher are written and oral. The teacher has developed the assessment technique in accordance with the specified competencies. 5. The portfolio archive developed by the teacher is in the form of books and folders. The activity of preparing portfolios illustrated by students has been directly involved but has not been scheduled regularly and periodically. 6. The teacher has developed portfolio contents and assessment

techniques in accordance with existing basic competencies, and the preparation of portfolios that have involved students. Some indicators of the implementation of portfolio assessment have not been implemented well; this proves that the readiness of teachers in carrying out portfolio assessment is still immature (Mafaza, 2016). Development of portfolio assessment requires the role of the teacher. The teacher's role is the main thing in improving the quality of student portfolios.

The context of developing civic intelligence. Students can increase the effectiveness of the learning process. Students know the level of learning success; if it is still below the minimum completeness criteria, students must improve their learning. Students are satisfied with the learning outcomes they have done and are able to interact directly with the media and learning resources thereby increasing student confidence. Portfolio assessment will help develop student confidence as students because: it encourages students to feel ownership, leads students to the achievement of certain competencies, trains working with authentic data, trains students to comply with criteria, trains students to check whether their work is acceptable to others, encourages participants students to investigate further, gives participants the opportunity to determine the type of portfolio, and provides opportunities for students to carry out the process of internalisation and thinking holistically (Andayani *et al*, 2019).

Civic disposition is actually the most substantive and essential competency in the subject of Civic Education. Civic character competencies can be seen as "estuaries" from the development of the two previous competencies. Social problems always exist in the community, for example, the curriculum is only applied through the learning of knowledge, with less attention to personality learning. For this reason, reorientation of civic disposition in the Civic Education curriculum to "purify" the goal of shaping the character of good citizens is inevitable. The aim is that Civic Education is detached from the brief political interests of the regime, but turns to more enduring state politics.

The culture of civic culture is realised to shape the character of an ideal citizen. One element of the culture of civic is "civic virtue" or the virtue of civic which is emanated from the values of Pancasila including active involvement of citizens, equality/egalitarian relations, mutual trust and tolerance, cooperative life, and solidarity and community spirit. Thus, to form the ideal citizen as desired in the Indonesian context, it must be placed in the context of the Pancasila values and the 1945 Constitution of the Republic of Indonesia. Therefore, Civic Education is a program of learning the values and morals of Pancasila and the Law of The Republic of Indonesia's 1945 Constitution, which leads to the formation of the Pancasila character and the 1945 Constitution of the Republic of Indonesia in students (Mulyono, 2017). The teacher requires competency in developing subject-based portfolio assessment. Subject-based portfolio assessment must pay attention to the paradigm of each subject philosophically.

The context of developing civic responsibility. Students are given the confidence to do their own work both at school and at home and give assignments; there must be feedback so that students know their own superiority. A valuable collection of student work tells the history of student achievement or growth. Civic education is a means to advance the welfare of the nation and realise its democratic ideals; in recent decades concerns have been raised by the low level of voting and inadequate student performance on assessment tests. Reformers have responded with efforts both to increase the amount and quality of time spent teaching civic education and to create general standards that are focused in social studies. Data linking civic education was written with increased knowledge about the United States government system, government and increased participation in democratic activities such as voting. However, the challenges facing this reform effort are enormous - from rebuilding the centrality of Civic Education to efforts to institutionalise change when school budgets are cut and our political culture is increasingly polarised. As a result, any discussion on how to instil civic identity will be controversial. Civic Education is a subject that programs learning of values and morals. The value and moral learning program is inseparable from the Civic Education paradigm so that the collected portfolio is the result of learning from implementing that paradigm.

The context of developing civic intelligence. Portfolio assessment can improve teacher teaching strategies because: 1) the existence of offers given by students makes teachers have to apply lessons that suit them; 2) there is hope for increasing student learning achievement, so teachers must look for learning models that can achieve that goal; 3) there is relevance to how students think, reason, organise, investigate, and communicate, so the teacher must facilitate their learning process with the right strategy so that there is the realisation of maximum learning to achieve achievement and maximum learning as well (Abdillah, 2018). Portfolio assessment can be used as a summative and formative assessment tool thereby increasing students' sense of responsibility. Efforts and challenges of Civic Education teachers in forming good citizens are: 1. Perceptions about good citizens; 2. Choice of teaching methods to form good citizens; 3. Relationship of perception of good citizens with the choice of teaching methods. There is no relationship between perceptions of good citizens and the choice of teaching methods for Civic Education teachers; 4. The obstacles they face in the effort to form citizens who are both internal and external in nature; and 5. Geographical conditions in areas far from urban areas do not break them, but instead make it a challenge to carry out their experimentation and creativity in teaching in order to form good citizens. Various efforts have been made by them, one of them is by "seducing" teachers with the status of government employees to actively teach. One thing they believe in, the formation of good citizens cannot be taught but by setting an example, and they are prepared to be that example. A good civic is not taught, but caught (Hasnidar & Elihami, 2020). Civic Education

requires synergy between the government as a policy maker and the education community as a policy user.

The context of developing civic intelligence (civic responsibility). Portfolio assessment provides insights on many aspects of student development in learning and to provide opportunities for students to play an active role in the assessment of learning outcomes. Civic Education has an important role as a vehicle to develop the ability and character of citizens who are democratic and responsible. In achieving this, it needs to be immediately developed and set forth in the form of national standards, material standards and strategies, and effective learning models, with due regard to four things. First, developing basic abilities related to intellectual, social abilities (thinking, acting, and participating in people's lives). The substance of education (ideals, values, and concepts of democracy) is used as a material for Civic Education curriculum which is based on the pillars of Indonesia's constitutional democracy. Second, Civic Education needs to develop the State of Mind of students, the development of intelligence (Civic intelligence), responsibility (Civic responsibility), and participation (Civic participation) of citizens as a foundation for the development of democratic values and behaviour. Third, Civic Education needs to develop a more inspiring and participatory learning approach by emphasising training in the use of logic and reasoning. Fourth, the Civic Education class as a laboratory for democracy does not merely require understanding, attitudes and democratic behaviour through teaching democracy, but requires a learning model that directly implements a democratic way of life (Doing democracy) (Fajar, 2004).

The context of development involves civic participation. Thematic portfolio assessment helps teachers make decisions about learning or improvement in learning. Portfolio Assessment helps teachers identify deficiencies during learning and correct them independently. The use of portfolio assessment will develop teacher independence because: 1) there is an opportunity to rethink the work of students; 2) it motivates teachers to further develop learning strategies in accordance with the development of students; 3) it acts as a motivation to renew his/her commitment as a teacher. An evaluation of the teacher's ability to implement thematic learning shows: (1) The majority (91.2%) of elementary school teachers in Salahutu District, Central Maluku Regency stated that the thematic learning planning is quite good. (2) Most (76.5%) elementary school teachers in Salahutu District, Central Maluku Regency carry out thematic learning processes in quite good categories. (3) Most (91.2%) elementary school teachers in Salahutu District, Central Maluku Regency are able to carry out thematic learning assessments in sufficient categories (Nurmin & Kartowagiran, 2013). Teachers are required to be able to carry out portfolio assessment so that they are able to make decisions independently.

Conclusion

Portfolio assessment on the thematic learning Civic Education needs to be developed by teachers in accordance with the new paradigm of Civic Education subject in a sustainable and systematic manner in elementary schools. Students are ultimately expected to have balanced competence, namely as being able to develop intelligence (*civic intelligence*), be able to demonstrate civilisation (*civic civility*), and carry out participation (*civic participation*), as well as responsibilities (*civic responsibility*) of citizens.

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