

**Penerapan Asesmen Portofolio Elektronik untuk Meningkatkan *Habits of Mind*
dan Penguasaan Konsep Mahasiswa Pendidikan Biologi**

**Ismi Rakhmawati
Program Studi Pendidikan Biologi
Sekolah Pasca Sarjana Universitas Pendidikan Indonesia**

ABSTRAK

Penelitian ini dilaksanakan untuk memperoleh gambaran tentang pengaruh penerapan asesmen portofolio elektronik dalam meningkatkan *habits of mind* dan penguasaan konsep mahasiswa pendidikan biologi pada materi enzim, fotosintesis, respirasi, metabolisme nitrogen dan sulfur. Metode yang digunakan dalam penelitian ini adalah *weak experiment* dengan desain penelitian *one-group pretest-posttest* yang dilakukan di salah satu perguruan tinggi di Bandar Lampung. Data dikumpulkan melalui pemberian angket *habits of mind* awal dan akhir, *pretest* dan *posttest* penguasaan konsep serta angket respon mahasiswa terhadap penerapan asesmen portofolio elektronik. Hasil analisis data menunjukkan bahwa terjadi peningkatan *habits of mind* dan penguasaan konsep mahasiswa. Peningkatan disebabkan oleh kontribusi signifikan asesmen portofolio elektronik sebesar 26,6% terhadap peningkatan *habits of mind* sedangkan kontribusinya terhadap penguasaan konsep tidak signifikan yaitu hanya 7%. Komponen asesmen portofolio elektronik menunjukkan kontribusi umpan balik (24,4%) yang lebih besar daripada *self assessment* (0,2%). Mahasiswa merespon baik terhadap penerapan asesmen portofolio elektronik walaupun mengeluhkan tugas yang banyak dan kendala dalam menggunakan *website* portofolio.

Kata kunci: asesmen, portofolio elektronik, *habits of mind*, penguasaan konsep.

Implementation of Electronic Portfolio Assessment for Improving Habits of Mind and Conceptual Understanding of Biology Education Student

Ismi Rakhmawati
Department of Biology Education
Postgraduate School of Indonesian University of Education

ABSTRACT

This research was conducted to obtain the effect of implementation of electronic portfolio assessment for improving the habits of mind and mastery of concepts in biology education student for enzymes, photosynthesis, respiration, nitrogen and sulfur metabolism concepts. The research method was weak experiment with one-group pretest-posttest design while conducted for colleges in Bandar Lampung, Indonesia. Data were collected through 'habits of mind' questionnaires, pretest-posttest and student questionnaire responses to the implementation of electronic portfolio assessment. Data analysis result showed that habits of mind and understanding conceptual of students have improved. The improvement caused by the significantly contribution of the electronic portfolio assessment for habits of mind which is 26,6% while contribution to conceptual understanding were not significant, which is only 7%. Contribution of electronic portfolio assessment component feedback (49,4%) is greater than the contribution of self assessment (4,3%). Students given positive respond to the electronic portfolio assessment implementation, although students complained too many tasks and some problems in using the website portfolio.

Keywords: **assessment, electronic portfolios, habits of mind, concepts understanding.**