

Quality Management of Portfolio-Based English Learning in Junior High Schools

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Abstract:

This study examines the implementation of quality management in portfolio-based English learning to improve junior high school students' English comprehension. A qualitative case study design was employed to explore how portfolio learning was planned, implemented, assessed, and followed up in a real classroom context. Data were collected through in-depth interviews, classroom observations, and document analysis involving English teachers, students, and the school principal. The data were analyzed thematically using four dimensions of learning quality management: planning, implementation, assessment, and follow-up. The findings show that planning involved aligning English learning objectives, portfolio tasks, assessment criteria, feedback mechanisms, and students' readiness. During implementation, students completed continuous language tasks, participated actively in classroom activities, collaborated with peers, reflected on their progress, and revised their work based on teacher guidance. Assessment was conducted authentically through portfolio review, teacher assessment, self-assessment, peer assessment, feedback, and revision. Follow-up activities included remedial learning, enrichment tasks, student reflection, teacher reflection, and adjustments to subsequent instruction. The study shows that portfolio-based English learning becomes meaningful when it is managed not merely as the collection of assignments, but as a continuous quality-improvement process. The study contributes by positioning portfolio-based learning as an integrated quality management system that connects authentic assessment, feedback, reflection, revision, and instructional improvement to support students' English comprehension.

Keywords: English Comprehension; Junior High School Students; Portfolio-Based Learning; Quality Management; Reflective Learning.

Introduction

English learning at the junior high school level plays an important role in developing students' basic communicative competence, including reading, writing, speaking, listening, vocabulary mastery, and grammatical understanding. English proficiency enables students to access broader sources of knowledge, participate in cross-cultural communication, and prepare for future academic and professional demands. However, English learning remains challenging for many Indonesian students. National and international indicators suggest that difficulties in language-related comprehension remain substantial. In the OECD PISA 2022 assessment, only 25% of Indonesian students attained at least Level 2 proficiency in reading, meaning that most students did not demonstrate the minimum level of reading competence required to identify main ideas, locate information, and reflect on texts of moderate complexity. Although PISA assesses reading literacy rather than English proficiency specifically, this finding indicates a broader challenge in students' comprehension and meaning-making processes that is relevant to English learning.

English-proficiency indicators also show that Indonesian learners continue to face challenges in using English productively and receptively. The EF English Proficiency Index 2025 placed Indonesia 80th among 123 countries and territories, with a national score of 471, below the reported global average of 488. The reported skill scores were particularly lower for listening and speaking than for reading, suggesting that learners may experience difficulty not only in understanding English input but also in using the language confidently and accurately. These broader indicators are consistent with classroom-level problems frequently reported in junior high schools, including limited vocabulary, weak grammatical understanding, inaccurate pronunciation, low confidence, and difficulty comprehending English texts (Wahyuningsih, 2021).

These learning difficulties cannot be explained solely by differences in student ability. They are also influenced by the quality of learning management. Teacher-centred instruction, overreliance on final scores, limited feedback, and insufficient opportunities for reflection may restrict students' ability to recognise learning difficulties and improve gradually. English comprehension develops through repeated exposure, meaningful practice, feedback, revision, and self-monitoring. Therefore, effective English instruction requires a systematic learning process that integrates planning, implementation, assessment, and corrective action rather than treating these components as separate classroom activities.

Portfolio-based learning offers a relevant approach for improving the quality of English learning because it allows students to document, reflect on, assess, and revise their learning progress over time. A portfolio is not merely a collection of assignments. It can include written texts, vocabulary exercises, reading responses, grammar tasks, speaking records, self-assessments, peer assessments, teacher feedback, and revised work. Previous research has shown that portfolio assessment can support writing performance, speaking development, learner engagement, autonomy, and reflective awareness because students are encouraged to monitor their own progress and improve their work based on feedback (Boumediene et al., 2016; Phothongsunan, 2020; Srikaew et al., 2015). Recent evidence also indicates that portfolios may foster learner autonomy, metacognitive awareness, and more active engagement in English learning.

Nevertheless, previous studies present several limitations. First, much of the existing research examines portfolio assessment primarily as an evaluation technique or investigates its effects on a single language skill, particularly writing or speaking. Such studies provide useful evidence about the potential benefits of portfolios, but they do not sufficiently explain how portfolio learning is managed throughout the full learning cycle. Second, studies on active English-learning strategies often focus on particular instructional methods, media, vocabulary activities, or communication practices separately. Consequently, they provide limited insight into how planning, classroom implementation, authentic assessment, feedback, revision, and follow-up can operate as an interconnected quality-management system. Third, research on portfolio use frequently concentrates on students' perceptions or measurable learning outcomes, while giving less attention to teachers' management decisions in designing tasks, preparing rubrics, organising feedback, interpreting portfolio evidence, and using results to improve subsequent instruction.

This gap is important because the educational value of a portfolio does not arise automatically from the existence of a portfolio folder or a set of student assignments. Portfolio-based learning may become administrative and ineffective when tasks are not aligned with learning objectives, assessment criteria are unclear, feedback is delayed or superficial, and portfolio results are not used for remedial support, enrichment, or instructional improvement. In contrast, portfolio learning may support English comprehension when it is managed as a continuous quality-improvement process in which students practise, receive feedback, revise work, reflect on progress, and receive differentiated follow-up support.

Accordingly, this study aims to analyse the implementation of quality management in portfolio-based English learning to improve junior high school students' English comprehension. Specifically, the study examines: (1) how learning objectives, portfolio tasks, assessment criteria, and student readiness are planned; (2) how portfolio-based English learning is implemented through active participation, teacher facilitation, peer collaboration, and feedback; (3) how authentic assessment, self-assessment, peer assessment, and revision are conducted; and (4) how assessment results are used for remedial learning, enrichment, reflection, and subsequent instructional improvement.

The novelty of this study lies in positioning portfolio-based English learning as an integrated quality-management system rather than merely as an assessment technique. The study connects four interrelated dimensions: planning, implementation, assessment, and follow-up. Through this perspective, portfolios are understood as learning evidence that supports reflection, feedback, revision, and continuous improvement. The study is expected to contribute conceptually to the literature on learning quality management and portfolio-based assessment, while offering practical guidance for English teachers in designing more reflective, participatory, and improvement-oriented learning processes.

Literature Study

Quality management in learning refers to a systematic effort to ensure that the learning process is planned, implemented, evaluated, and improved continuously. In educational settings, quality is not only measured by students' final achievement, but also by the effectiveness of the learning process, the relevance of instructional strategies, the quality of feedback, and the continuity of improvement. Deming's concept of continuous improvement is relevant to this study because it emphasizes that quality should be built through a stable and reflective system rather than through incidental actions. In the context of English learning, quality management requires teachers to design clear learning objectives, select relevant materials, implement active learning strategies, assess students authentically, and use evaluation results to improve subsequent instruction (Nidzom et al., 2022; Saparina et al., 2020).

Portfolio-based learning is closely related to quality management because it enables teachers and students to monitor learning development over time. A portfolio is not simply a collection of assignments; it is a structured documentation of students' learning processes, achievements, reflections, and progress. In English learning, portfolios can include written texts, vocabulary exercises, speaking records, reading responses, grammar tasks, self-assessment sheets, peer assessment, and teacher feedback. Previous studies show that portfolio assessment can improve students' writing performance, speaking ability, engagement, and reflective awareness because it allows students to identify their strengths and weaknesses and revise their work continuously (Boumediene et al., 2016; Phothongsunan, 2020; Srikaew et al., 2015). Therefore, portfolio learning supports not only assessment, but also learning responsibility and student autonomy.

Theoretically, portfolio-based learning is supported by constructivist learning theory. Constructivism views students as active learners who construct knowledge through experience, interaction, reflection, and feedback. In English learning, this means that students need opportunities to practice language, produce learning artifacts, reflect on mistakes, revise their work, and communicate meaningfully with teachers and peers. Portfolio learning provides such opportunities because students are involved in selecting tasks, organizing evidence of learning, evaluating their progress, and receiving feedback for improvement. This approach is different from conventional teacher-centered learning, which often emphasizes passive reception and final scores rather than learning processes and gradual development (Hidayat et al., 2020; Triyoko, 2016).

Previous studies on English learning have highlighted the importance of active, creative, interactive, and contextual learning strategies in improving students' language competence. Vocabulary mastery, listening practice, speaking confidence, reading comprehension, writing practice, teacher reinforcement, and the use of creative media are frequently identified as important factors in English learning improvement (Ariyani, 2022; Cahyani et al., 2019; Sarbaitinil et al., 2024; Yeni et al., 2022). However, many of these studies focus on specific learning methods or language skills separately. They do not sufficiently explain how students' English comprehension can be improved through a systematically managed learning process that integrates planning, implementation, assessment, reflection, and follow-up.

Methods

This study employed a qualitative approach with a case study design to analyse the implementation of quality management in portfolio-based English learning at the junior high school level. A qualitative approach was selected because the study aimed to obtain an in-depth understanding of how portfolio learning was planned, implemented, assessed, and followed up in an authentic classroom context. The case study design was considered appropriate because the research focused on a specific learning-management practice, namely the use of portfolio-based learning to support students' English comprehension through systematic quality management.

The study was conducted at SMPN 1 Bandung, West Java, Indonesia. The school was selected purposively because it had implemented portfolio-based English learning as part of its effort to improve instructional quality and student assessment practices. SMPN 1 Bandung was considered relevant to this study because English teachers used portfolio activities to document students' learning products, provide feedback, support revision, and monitor learning progress over time.

The study involved English teachers, students, and the school principal. English teachers were selected because they were directly responsible for planning, implementing, assessing, and following up portfolio-based English learning. The principal was included because of their role in supporting instructional-quality improvement, assessment policies, and teacher professional practice. Student participants were selected because they had directly experienced portfolio-based English learning, including completing vocabulary exercises, reading responses, grammar activities, writing assignments, speaking records, and reflection sheets.

Participants were selected using purposive sampling because they had direct knowledge and experience related to the implementation of portfolio-based English learning. The inclusion criteria for English teachers were: (1) direct involvement in portfolio-based English instruction; (2) experience in using portfolio assessment and feedback; and (3) willingness to participate in the study. The inclusion criteria for students were: (1) active participation in English classes using portfolio activities; (2) completion of portfolio tasks; and (3) willingness to participate in interviews. Pseudonyms or participant codes were used to protect participant confidentiality.

Data were collected through in-depth interviews, classroom observation, and document analysis. Semi-structured interviews were conducted with English teachers, students, and the principal to explore their experiences, perceptions, strategies, and challenges in implementing portfolio-based English learning. Interviews with teachers focused on lesson planning, portfolio task design, assessment criteria, feedback practices, and follow-up strategies. Student interviews focused on task completion, feedback experiences, revision practices, peer collaboration, and perceived changes in English comprehension. The principal interview focused on school support, learning-quality policies, and assessment practices.

Classroom observations were conducted during English learning activities to examine teacher-student interaction, task implementation, student participation, peer collaboration, portfolio use, feedback practices, reflection activities, and revision processes. Observation notes were recorded during and immediately after classroom activities to capture instructional patterns and student responses. Document analysis was conducted using lesson plans, teaching modules, student portfolios, assessment rubrics, written assignments, reflection sheets, feedback notes, revision records, and other documents related to portfolio implementation.

Data analysis was conducted thematically using the interactive model of Miles, Huberman, and Saldaña, consisting of data condensation, data display, and conclusion drawing and verification. First, interview transcripts, observation notes, and documents were organised according to the main focus of the study. Second, relevant data were coded based on four dimensions of learning quality management: planning, implementation, assessment, and follow-up. Third, coded data were grouped into themes such as portfolio task design, student readiness, teacher facilitation, peer collaboration, authentic assessment, feedback, revision, reflection, remedial learning, enrichment activities, and improvement of English comprehension. Finally, the themes were interpreted by comparing evidence across interviews, observations, and documents.

To ensure trustworthiness, the study applied source triangulation, technique triangulation, member checking, and data verification. Source triangulation was conducted by comparing information from English teachers, students, and the principal. Technique triangulation involved comparing interview findings with classroom observations and documentary evidence. Member checking was conducted by confirming selected findings with key participants to ensure that the researcher's interpretation reflected their experiences. An audit trail was maintained through documentation of interview transcripts, observation notes, coding decisions, and analytical interpretations.

Ethical considerations were observed throughout the study. All participants were informed about the purpose of the research, the voluntary nature of participation, and the confidentiality of their identities. Participants were informed that they could withdraw from the study at any time without consequence. Since student participants were involved, permission was obtained from school authorities, and data collection was conducted in accordance with school procedures for research involving minors. The findings are not intended for statistical generalisation; instead, they provide contextual and analytical insight into how quality management in portfolio-based English learning can support students' English comprehension.

Results

Planning of Portfolio-Based Learning Quality Management

The first finding concerns the planning of portfolio-based learning quality management in improving junior high school students' English comprehension. The findings show that planning became the initial stage that determined the quality of portfolio-based English learning. Planning was carried out by preparing learning objectives, selecting relevant English materials, designing portfolio tasks, determining assessment criteria, and preparing learning documents such as lesson plans, worksheets, rubrics, and student portfolio formats. In this stage, the English teacher attempted to ensure that portfolio activities were aligned with students' learning needs and the expected English competencies.

From the perspective of quality management, the planning stage reflects the effort to align learning objectives, learning activities, assessment, and follow-up. This alignment is important because English comprehension cannot be improved through isolated tasks. It requires a learning system in which students

are guided to practice, reflect, revise, and improve continuously. Thus, the planning of portfolio-based learning quality management shows that learning quality depends not only on the use of portfolio as a method, but also on how the teacher designs the entire learning process in a structured and reflective manner.

Table 1 presents the main findings on the planning of portfolio-based learning quality management.

Table 1 Findings on the Planning of Portfolio-Based Learning Quality Management

Aspect of Planning	Findings	Interpretation
Learning objectives	The teacher formulated objectives related to English comprehension, including vocabulary, grammar, reading, writing, speaking, and listening.	Clear objectives helped align portfolio tasks with expected English competencies.
Portfolio task design	Tasks included worksheets, written texts, vocabulary exercises, reading responses, speaking tasks, and reflective notes.	Portfolio tasks documented both students' learning products and learning processes.
Student readiness	Tasks were planned gradually according to students' ability levels.	Gradual task design helped students participate more confidently.
Assessment criteria	The teacher prepared criteria related to accuracy, completeness, creativity, language use, organization, and improvement.	Transparent criteria supported fair assessment and guided student improvement.
Feedback planning	Written and oral feedback were prepared to guide revisions and learning improvement.	Feedback became a key mechanism for continuous improvement.
School support	The principal supported teachers in preparing learning documents and improving assessment practices.	School support strengthened the quality management of portfolio learning.

Based on Table 1, the planning of portfolio-based learning quality management was implemented through systematic preparation of objectives, tasks, assessment criteria, feedback mechanisms, and learning documents. The main strength of this planning was its orientation toward process-based learning and continuous improvement. Portfolio planning enabled students to understand their learning targets, document their progress, and improve their English comprehension through guided reflection and feedback. This finding confirms that the effectiveness of portfolio-based English learning depends on the quality of planning that connects instructional goals, student needs, authentic assessment, and follow-up actions.

Implementation of Portfolio-Based English Learning

The second finding concerns the implementation of portfolio-based English learning in improving students' English comprehension. The findings show that portfolio-based learning was implemented through continuous assignments, active student participation, teacher facilitation, peer collaboration, and constructive feedback. In this stage, the portfolio was used not only as an assessment document, but also as a learning medium that encouraged students to practice English gradually, reflect on their progress, and improve their work based on teacher guidance.

The implementation began with the teacher explaining the learning objectives, the types of portfolio tasks, and the expected learning outcomes. Students were guided to understand that their portfolios would contain

various learning products, such as worksheets, short written texts, vocabulary exercises, reading responses, speaking practice notes, and reflective records. This explanation was important because it helped students recognize the portfolio as evidence of their learning process rather than merely a collection of assignments.

From the perspective of quality management, implementation is the stage where planned learning activities are transformed into classroom practice. The quality of implementation depends on teacher facilitation, student engagement, task relevance, learning interaction, and feedback. In this study, portfolio-based learning became meaningful because it was implemented as a reflective and process-oriented learning strategy. Students did not only produce assignments, but also experienced a learning cycle involving practice, feedback, revision, and improvement.

Table 2 presents the main findings on the implementation of portfolio-based English learning.

Table 2 Findings on the Implementation of Portfolio-Based English Learning

Aspect of Implementation	Findings	Interpretation
Learning activities	Students completed vocabulary exercises, reading responses, grammar tasks, writing assignments, speaking practice, and reflective notes.	Varied activities supported the development of English comprehension more holistically.
Teacher role	The teacher acted as facilitator, motivator, guide, and feedback provider.	Teacher facilitation helped students understand tasks and improve their work.
Student participation	Students were involved in discussions, task completion, revision, and reflection.	Portfolio learning encouraged students to become more active and responsible learners.
Peer collaboration	Students discussed vocabulary, grammar, and ideas with classmates.	Collaboration reduced learning anxiety and supported peer-assisted learning.
Feedback process	The teacher gave oral and written feedback on students' work.	Feedback supported revision, correction, and continuous improvement.
Implementation challenges	Some students had limited vocabulary, low confidence, and difficulty organizing ideas; the teacher also needed more time for feedback.	Portfolio learning requires sustained guidance, time allocation, and classroom management.

Based on Table 2, the implementation of portfolio-based English learning was carried out through active, reflective, and collaborative learning practices. The main strength of this implementation was its ability to involve students in a continuous learning process that combined practice, feedback, revision, and reflection. This finding indicates that portfolio-based learning can improve students' English comprehension when it is implemented not merely as assignment collection, but as a managed learning process that develops students' awareness, responsibility, and language competence over time.

Assessment of Portfolio-Based English Learning

The third finding concerns the assessment of portfolio-based English learning in improving students' English comprehension. The findings show that assessment was conducted through an authentic and continuous process that considered not only the final product of student work, but also the learning process,

progress, reflection, and revision. In this stage, the portfolio functioned as an assessment instrument that documented students' development in understanding English materials, especially vocabulary, grammar, reading comprehension, writing organization, and oral expression.

The assessment process was carried out by collecting various student works produced during the learning process. These works included written assignments, worksheets, short paragraphs, vocabulary exercises, reading responses, speaking practice notes, and student reflection sheets. The teacher assessed the works periodically to identify students' strengths, weaknesses, and progress. This process enabled the teacher to obtain a more comprehensive picture of students' English comprehension than assessment based only on written tests.

From the perspective of quality management, assessment is a key mechanism for controlling and improving learning quality. In portfolio-based learning, assessment provides evidence of whether learning objectives have been achieved and what improvements are still needed. The results of assessment can guide teachers in adjusting instruction, providing remedial support, designing enrichment activities, and improving future learning plans. Therefore, assessment in portfolio-based English learning functions not only as measurement, but also as quality assurance and learning improvement.

Table 3 presents the main findings on the assessment of portfolio-based English learning.

Table 3 Findings on the Assessment of Portfolio-Based English Learning

Aspect of Assessment	Findings	Interpretation
Assessment form	Assessment was conducted through student portfolios, including written tasks, worksheets, vocabulary exercises, reading responses, speaking notes, and reflections.	Portfolio assessment provided comprehensive evidence of students' English learning progress.
Assessment techniques	The teacher used teacher assessment, self-assessment, and peer assessment.	Multiple assessment techniques strengthened students' reflection and responsibility.
Assessment criteria	Criteria included accuracy, completeness, vocabulary, grammar, content relevance, organization, creativity, and improvement.	Transparent criteria helped students understand expectations and improve their work.
Feedback	The teacher provided written and oral feedback on students' portfolio products.	Feedback guided students in correcting mistakes and improving English comprehension.
Revision process	Students revised their work after receiving feedback.	Revision made assessment part of continuous learning improvement.
Assessment challenges	Students needed guidance in self-assessment and peer assessment; teachers needed more time to review portfolios.	Portfolio assessment requires clear rubrics, teacher guidance, and sufficient time allocation.

Based on Table 3, assessment in portfolio-based English learning was implemented as an authentic, reflective, and continuous process. The main strength of this assessment was its ability to document students' learning development while encouraging feedback, revision, and self-awareness. This finding indicates that portfolio assessment can improve students' English comprehension when it is managed not

merely as a scoring activity, but as a quality improvement process that connects evidence of learning, teacher feedback, student reflection, and continuous revision.

Follow-Up of Portfolio-Based Learning Quality Management

The fourth finding concerns the follow-up of portfolio-based learning quality management in improving students' English comprehension. The findings show that follow-up was conducted after the teacher assessed students' portfolio work and identified their learning progress, strengths, and difficulties. In this stage, the results of portfolio assessment were used as the basis for giving feedback, guiding revision, providing remedial support, designing enrichment activities, and improving subsequent English learning. Thus, follow-up became an important mechanism for ensuring that portfolio-based learning did not stop at assessment, but continued toward learning improvement.

The follow-up process began with teacher feedback on students' portfolio products. The teacher provided comments related to vocabulary use, grammar accuracy, sentence structure, pronunciation, content clarity, and organization of ideas. Feedback was delivered orally during classroom activities and in written form on students' work. This feedback helped students understand which parts of their English work needed improvement and what actions they should take to revise their assignments. Therefore, feedback became a bridge between assessment results and learning improvement.

From the perspective of quality management, follow-up reflects the principle of continuous improvement. Learning quality is strengthened when assessment results are used to identify problems, design corrective actions, and improve future instruction. In English learning, this process is particularly important because students' comprehension develops gradually through practice, correction, repetition, and reflection. Therefore, follow-up ensures that portfolio-based learning contributes not only to documenting student achievement, but also to improving the learning process and outcomes.

Table 4 presents the main findings on the follow-up of portfolio-based learning quality management.

Table 4 Findings on the Follow-Up of Portfolio-Based Learning Quality Management

Aspect of Follow-Up	Findings	Interpretation
Teacher feedback	The teacher provided oral and written feedback on vocabulary, grammar, pronunciation, content, and organization.	Feedback connected assessment results with student improvement.
Student revision	Students revised assignments based on teacher comments and assessment results.	Revision helped students correct errors and deepen English comprehension.
Remedial support	Students with learning difficulties received additional explanation, practice, and individual guidance.	Portfolio results were used diagnostically to address specific learning needs.
Enrichment activities	Students with better progress received more challenging English tasks.	Enrichment supported differentiated learning and further competence development.
Student reflection	Students reviewed their portfolio progress and identified areas for improvement.	Reflection strengthened learning responsibility and self-awareness.
Teacher reflection	The teacher adjusted future lessons based on common student difficulties found in portfolios.	Follow-up improved not only student learning, but also teaching quality.

Follow-up challenges	Some students lacked consistency in revision, and teachers needed more time for feedback and monitoring.	Effective follow-up requires sustained guidance, time management, and learning support.
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Based on Table 4, the follow-up of portfolio-based learning quality management was implemented through feedback, revision, remedial learning, enrichment, reflection, and instructional improvement. The main strength of this stage was its orientation toward continuous improvement. Portfolio results were not treated merely as assessment evidence, but as a basis for improving students' English comprehension and the quality of teaching. This finding confirms that portfolio-based learning becomes effective when assessment is followed by concrete actions that help students revise, reflect, and improve their language competence over time.

Discussion

The findings of this study indicate that portfolio-based learning quality management contributes to improving junior high school students' English comprehension when it is implemented as an integrated learning system. The improvement does not occur merely because students collect assignments in a portfolio, but because the portfolio process is managed through systematic planning, active implementation, authentic assessment, and continuous follow-up. This finding strengthens the argument that portfolio learning should not be treated only as an assessment technique, but as a quality-oriented pedagogical process that connects learning objectives, student participation, reflection, feedback, revision, and instructional improvement.

The planning stage shows that the effectiveness of portfolio-based English learning depends on the alignment between learning objectives, portfolio tasks, assessment criteria, and students' readiness. When teachers design portfolio tasks based on students' English competence, the portfolio becomes a structured pathway for developing vocabulary, grammar, reading, writing, speaking, and listening comprehension. This finding is consistent with the principle of quality management, which emphasizes that learning quality must be built through careful planning and continuous improvement rather than incidental classroom activities (Nidzom et al., 2022; Saparina et al., 2020). In this sense, planning functions as the foundation for ensuring that portfolio learning is pedagogically meaningful, not merely administratively organized.

The implementation stage demonstrates that portfolio-based learning can shift English instruction from teacher-centered delivery to a more active, reflective, and collaborative process. Students were encouraged to complete tasks, discuss with peers, revise their work, and reflect on their learning progress. This finding supports constructivist learning theory, which views students as active participants who construct understanding through experience, interaction, and reflection (Hidayat et al., 2020; Triyoko, 2016). In English learning, such an approach is important because language comprehension develops through repeated practice, meaningful use, feedback, and correction. Therefore, portfolio implementation contributes to English comprehension by making students more involved in the learning process.

The assessment stage confirms the value of portfolio as an authentic and continuous assessment instrument. Unlike conventional assessment that often focuses on final scores, portfolio assessment provides broader evidence of students' learning processes, progress, strengths, and weaknesses. Through teacher assessment, self-assessment, peer assessment, feedback, and revision, students become more aware of their language development. This finding is in line with previous studies showing that portfolio assessment can improve students' writing performance, speaking ability, engagement, and self-reflection (Boumediene et al., 2016; Phothongsunan, 2020; Srikaew et al., 2015). However, this study extends previous findings by showing that portfolio assessment becomes more effective when it is embedded in a quality management cycle.

The follow-up stage is the most important element that distinguishes portfolio learning from ordinary assignment collection. The findings show that feedback, revision, remedial learning, enrichment, and teacher reflection transform portfolio assessment into continuous learning improvement. This supports the view that assessment should not stop at measurement, but must become a basis for improving learning strategies and student competence (Andayani & Madani, 2023; Noer et al., 2022). In English learning, follow-up is especially important because students often need repeated correction and practice to improve vocabulary, grammar, pronunciation, reading comprehension, and writing organization.

Theoretically, this study offers an integrated perspective that connects quality management, portfolio learning, and English comprehension. Quality management provides the structural cycle of planning, implementation, assessment, and follow-up. Portfolio learning provides the pedagogical mechanism through which students document progress, reflect on learning, receive feedback, and revise their work. English comprehension becomes the learning outcome developed through this cycle. Thus, the conceptual contribution of this study lies in positioning portfolio-based English learning as a quality management system, not merely as a teaching method or assessment tool.

Practically, the findings imply that English teachers need to manage portfolio learning carefully from the beginning to the end of the learning cycle. Teachers should prepare clear objectives, design relevant tasks, use transparent rubrics, provide constructive feedback, guide student reflection, and use portfolio results for remedial and enrichment activities. Schools also need to support teachers by providing time, learning resources, and professional collaboration so that portfolio-based learning does not become an additional administrative burden. Without adequate management support, portfolio learning may lose its reflective and developmental value.

Overall, this study confirms that portfolio-based learning can improve students' English comprehension when it is managed through a continuous quality improvement cycle. The main argument developed from the findings is that the quality of portfolio learning depends on the integration of four elements: systematic planning, participatory implementation, authentic assessment, and meaningful follow-up. When these elements operate together, portfolio learning can strengthen students' language comprehension, learning responsibility, self-awareness, motivation, and confidence in using English.

Conclusions

This study concludes that quality management in portfolio-based English learning can improve junior high school students' English comprehension when it is implemented as an integrated and continuous learning cycle. The effectiveness of portfolio learning does not lie merely in collecting student assignments, but in how the process is systematically managed through planning, implementation, assessment, and follow-up. Through this cycle, students are given opportunities to practice English, document their progress, receive feedback, revise their work, and reflect on their learning development.

The main finding shows that portfolio-based learning strengthens English comprehension by making students more active, reflective, and responsible in the learning process. Planning helps align portfolio tasks with English learning objectives; implementation encourages participation, collaboration, and language practice; assessment provides authentic evidence of students' progress; and follow-up transforms feedback into revision, remedial learning, enrichment, and instructional improvement. Therefore, portfolio learning functions not only as an assessment tool, but also as a pedagogical strategy for improving learning quality.

The conceptual contribution of this study lies in positioning portfolio-based English learning as a quality management system. Portfolio learning becomes effective when it connects authentic assessment, student

reflection, teacher feedback, and continuous improvement. Practically, English teachers need to design portfolio tasks clearly, use transparent rubrics, provide constructive feedback, and guide students in revising their work. Future research is recommended to examine portfolio-based English learning in broader school contexts and to measure its impact on specific language skills such as reading, writing, speaking, and listening comprehension

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