

## Students' Perception on E-Portfolio Based Learning Implementation

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**Abstract** - This research aimed at finding the students perception toward the implementation of e-portfolio based learning (hereafter called EBL) on their speaking projects. The researchers used a questionnaire with six aspects of e-portfolio implementation and semi-structured interview to investigate students' perceptions. Seventy-seven students were involved in this study. They are at second semester of vocational college in Business Administration Department in academic year 2021/2022. The data analyzed descriptively and distributed in percentage and descriptive explanation. The result of this study showed that the students give positive responses toward the implementation of e-portfolio based learning. This was showed from the percentage above 80% which was categorized as good. The data also supported by the interview result that most of the students felt motivated and they could get more knowledge from the process of self and peer evaluation. the students also stated that the use of e-portfolio in the speaking project could improve their learning quality, however the amount of the projects that they got could give them a bit burden when they face all topics implemented with this method. So, it can be concluded that the implementation of e-portfolio based learning on speaking projects could improve their knowledge and learning quality, however the number of topics which best implemented with this method in one semester must be limited. The combination of other methods is needed since there are numbers of topics to be the goal of the subject matter.

**Keywords:** E-Portfolio Based Learning, Students' perception, Learning Improvement

## 1. INTRODUCTION

Nowadays, technological advancements make it easier for educators to provide effective teaching quality using a variety of learning media. According to (Lin & Chen, 2017), the rapid development of the Internet and wireless communication technologies in recent years has resulted in different interactive networks such as Facebook, Instagram, WhatsApp, and Youtube.

The implementation of a good learning process with the support of online media is supposed to be followed by an acceptable online-based evaluation system to assist students in meeting their learning objectives. According to (Guo et al., 2020), a constructivist approach that focuses on learners, supports learner-centered activities in the classroom, defines education as "Learning by Doing," and serves as the foundation for modern educational methods and techniques such as problem-solving or project-based methods. Because the primary focus is on learning by doing, assessing this process necessitates a unique evaluation method that takes into account student knowledge, personal variations, and individual performance when evaluating student performance. Furthermore, (Yastibas & Yastibas, 2015) noted that the new assessment approach, unlike the conventional assessment method, must be student-centered. As a result, various novel methods of assessing learners, such as e-portfolios, have been developed. In the realm of genuine assessment, portfolio development has evolved into an electronic portfolio or e-portfolio with the assistance of technology to assist students in improving their quality and achieving their specified learning goals (Lukitasari et al., 2017). The usage of an e-portfolio as an assessment method is thought vital in online-based learning approaches. E-portfolios are said to be capable of improving students' soft skills, fostering critical thinking patterns in problem solving, and assisting them in independent learning and continuous learning processes. Several experts agree that E-portfolios assist students in designing effective learning for themselves as well as future learning goals related to their careers after graduation ((Klenowski et al., 2006); (Gülbahar & Tinmaz, 2006); (Bolliger & Shepherd, 2010); (Huang et al., 2011); (Cepik & Yastibas, 2013); (Nurhayati & Sumbawati, 2014); (Wetcho & Na-Songkhla, 2019)).

It is thought appropriate to adopt the usage of E-portfolios in the online learning process, particularly in the vocational field, which emphasizes student growth via practice and creates professional graduates who are prepared for employment. This concurs with several professional opinions. E-portfolios can be utilized as a tool for students' career development and employability before entering the workforce, according to (Mobarhan et al., 2015) and (Ciesielkiewicz, 2019). In a study involving graduate students in counseling or psychology programs as participants, (Wakimoto & Lewis, 2014) made similar claims. According to the findings of his study, students are given e-portfolios as tools for both job searching and career advancement. Indeed, 86% of respondents said

they intend to share their e-portfolio with prospective employers. As a result, it can be stated that the use of an e-portfolio has the potential to have a long-term impact on the professional development of students in the future, particularly for students pursuing vocational education.

According to (Bolliger & Shepherd, 2010), connecting students, motivating them, and communicating with them are key components of e-portfolio implementation (the relationship between two people). Why this is thought to be important: This aspect plays a role in helping students develop a feeling of self-confidence that will help them succeed in their academic endeavors. This is consistent with what (Wetcho & Na-Songkhla, 2019) stated that an e-portfolio that is properly implemented may boost students' self-confidence for success (Self-Efficacy) in their academic decisions and future professional decisions. Thus, it can be concluded that the installation of an e-portfolio has not been able to raise the students' Self-Efficacy based on the findings of preliminary observations made by researchers.

A person's self-efficacy is their confidence in their capacity to achieve in particular circumstances. When it comes to overcoming obstacles and achieving objectives, tasks, and problems, self-efficacy is crucial (Suharsono, 2014). Additionally, according to (Huang et al., 2011) and Alegria in (Taufik, 2018), those with poor self-efficacy will also have low accomplishment levels. Therefore, it can be claimed that a person has a far greater chance of achieving high success the higher their self-efficacy is in a given sector.

The use of an electronic portfolio may boost students' self-efficacy, which will ultimately result in high levels of accomplishment in all of their academic endeavors, particularly at the Vocational Campus of Politeknik Negeri Bali (PNB), as can be seen from the explanation provided above. The field of foreign language expertise, particularly English, is a major supporting factor in the success of students competing in the international arena. This is in relation to the supporting fields that may be the main factor in the success of students at PNB in addition to the main fields they take in each department. This is consistent with the PNB vision and objective for 2025, which calls for graduates to be qualified professionals in their disciplines who can compete on a global scale. It is therefore thought vital to use an online learning approach that is combined with an e-portfolio in order to increase students' self-efficacy in speaking English. Google sites will serve as the execution medium for this application concept.

Considering the research background, This study aims at investigating the students' perception after they are treated by the application of online learning with e-portfolio approach at the International Business Management study program. Moreover, the implementation of e-portfolio which is integrated with google sites is rarely taken as a research study in recent years especially in Indonesia. Additionally, this research also

focuses on the implementation of e-portfolio in improving the students' self-efficacy in speaking English which is less published as research studies recently. Thus, this research is expected to give references in the study of e-portfolio in relation of self-efficacy viewed from students' perception.

## **2. METHOD**

The research was qualitatively done as a case study to examine the problem in great detail based on actual circumstances (Creswell & Creswell, 2017), because the study intended to expose the particularities rather than only summarizing restricted perspectives, it was crucial to apply the qualitative technique. Additionally, the study included a case study that allowed the researchers to do a thorough investigation of the problem (Stake, 1995) & (Yin, 2018).

A population is a group of people who have a common set of characteristics. For instance, the population of educators would include all educators whereas the population of directors would include all secondary school directors in a school region. A population might be very small or very large. You must choose the group you want to take into account (Creswell & Poth, 2016). In terms of the study's goal, the participants were second-semester business administration students at the vocational school.

The sample is also referred to as the population's representation in research. A sample is a subset of the chosen population that the expert researcher aims to examine in order to formulate hypotheses, according to Creswell & Creswell (2017). In an ideal scenario, the researcher would be able to choose a representative sample of the population. Initial sampling is done on purpose. In its most basic form, purposeful sampling is the deliberate selection of a certain sample in line with the goals of the study (properties, traits, characteristics, and criteria). The researcher selected the students for the study from three different classrooms. three classes are offered during the second semester at that business department. 71 pupils in total answered the questionnaire. However, there were only nine students present for the interview session.

The study's data came from surveys and interviews (Phellas et al., 2011). To find out how they felt about using e-portfolios as a learning approach in the teaching and learning process, students were given a survey to complete. The data from the interview was also used to complement the data from the questionnaire. The answers of the questionnaire were examined and researched in several stages to ascertain whether e-portfolio based learning is successfully assisting students with their self-efficacy in speaking. Additionally, the data from the interviews were used to support the information gathered from the questionnaire.

## **3. RESULTS AND DISCUSSION**

### **Findings**

The results from the distribution of surveys to 71 students about the use of e-portfolio based learning in their classrooms were obtained, and they will be presented in a thorough, graphical style. The graph that follows demonstrates how effectiveness is frequently used:

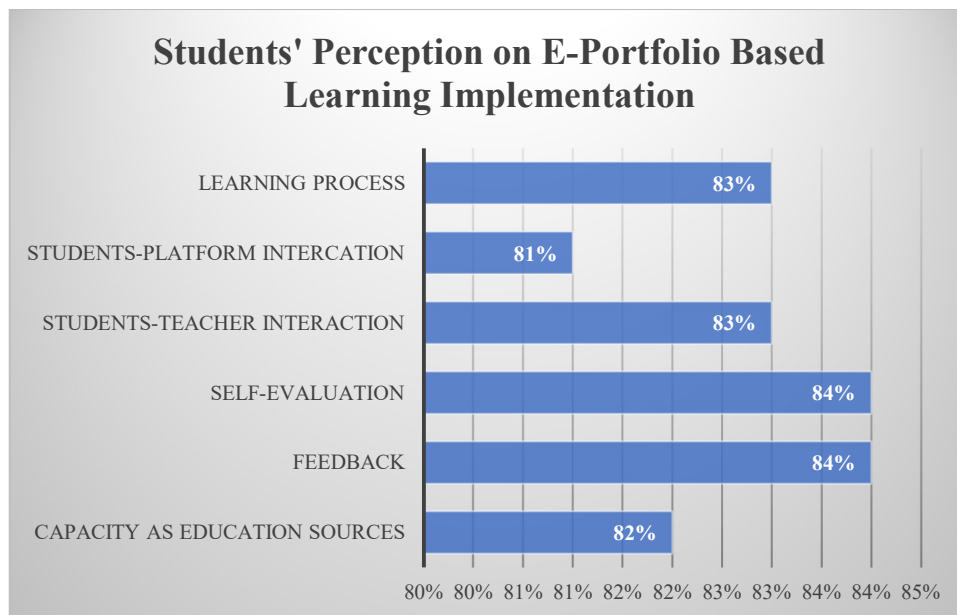


Figure 1. Students' Perception Result on E-Portfolio Based Learning Implementation

Based on result on figure 1, it can be seen that the implementation of e-portfolio as a teaching and learning approach in the classroom was resulting a positive response from the students. it was supported by the students' responses that gave more than 80% to all aspects of e-portfolio implementation. As seen by the 82% success rate for using EBL as a source of education, the students felt that using the created model of the e-portfolio was able to encourage the students and valuable for them in their learning process.

The effectivity of EBL also can be seen from the aspect of feedback implementation. The students gave 84% rate for this aspect. In other words, the students felt that EBL could help them in implementing feedbacks to the other students. They also felt that they can improve their knowledge and interaction while using EBL as their learning approach. The result also showed that the students felt comfortable with the comments menu provided through the use of google sites as the platform supporting EBL. According to the comments menu, they can get some valuable information regarding to their project. This could help them in revising and improving the result of their project.

Beside the two aspects being rated positively by the students, the third aspect which indicates that the EBL can give opportunity to the students to do self-evaluation also rated in positive way. The students gave 84% for this aspect. The students believed that EBL helped them to evaluate themselves and do continual improvement on their learning especially their self-efficacy in speaking. Additionally, EBL gave the students chance to get more knowledge and different point of view from their friends. This can be happened because the students were able to observe their friends' speaking project and help them realized some valuable information and methods that they could apply to theirs.

The implementation of EBL in assisting the students to do interaction with the lecturer and the other students was also implemented well according to the students' responses. They rated this aspect with 83%. The students gave their positive response because EBL provided them with intensive learning circumstances with their lecturer and the other students. The interaction between the students and the lecturer increased and the students got more guidance which helped

them improved their learning. EBL also helped the students created a dynamic learning situation in the online classroom situation.

The students can study in an online classroom environment with the aid of the developed EBL platform that was implemented. According to the results, the students experienced positive interactions when using the platform for their learning. Furthermore, they praised the EBL platform as being user-friendly and simple to use. Some pupils, however, said that while they found the usage challenging at first, they eventually became accustomed to it. The results, which revealed that students rated this component an 81% rating, corroborated these claims. In order to improve the learning environment, the platform was useful in incorporating the other elements of EBL.

This was evident from the 83% rating that students awarded EBL as a favorable learning experience in an online environment. Students were given an individual learning environment through EBL, which also helped them become more effective learners. Additionally, EBL gave the students extra value outside of the provided materials while also assisting them in understanding the information more successfully. The learning activities for the pupils were enhanced by EBL. EBL therefore had a favorable effect on the students' involvement and learning quality.

Besides the results from the questionnaire given to the students, the results of the interview also supported the previous findings. The interview results showed that the model's implementation had been very beneficial, but that there were still some areas that needed improvement. These areas included the model's intensity of implementation and the use of a variety of digital platforms that cause students to feel a little disoriented at first. This is due to the limited time each course has to finish all of the subjects covered.

## **Discussion**

The use of e-portfolios in this study gives students the ability to give comments on their completed assignments as well as engage with their professor and friends. These metrics significantly affect how confident students are in their ability to do the tasks given to them. These signs can help open up conversation between students and teachers, strengthening their relationship. It has an effect on enhancing students' motivation and effectiveness in acquiring learning abilities, especially in speaking skills. This chance for students to communicate with their peers and instructors while doing their tasks. This is also consistent with what Bolliger and Shepherd (2010) stated, according to which communication, motivation, and student connectivity are key elements in the deployment of an e-portfolio (the relationship between two people). The study by (Oktaviani, 2020) further supports the claim by claiming that feedback can enable students to communicate with their lecturers more frequently, and that students were also more self-assured and driven to speak English. Additionally, they were able to acknowledge their errors, correct them, reduce the errors, and improve their speaking abilities. (Setiawan, 2021) also showed how feedback may help students improve their speaking abilities, particularly in public speaking. This outcome is crucial and statistically significant in improving the subsequent performance. Additionally, the opportunity for students to interact and engage in peer evaluation with their peers plays a significant part in assisting them in developing their critical thinking, efficacy, and

abilities. (Salsabila, 2020) study, which found that peer assessment could improve learners' English proficiency, supports this.

The interaction between the students and the employed digital platforms serves as an additional signal that aids the pupils in addition to those already discussed. Through this interaction, the students may develop their own effective learning plans and enter independent learning to successfully complete their academic and professional goals. Additionally, it encourages kids to be more imaginative and analytical. (Zuwitasari et al., 2021) asserted that the usage of digital platforms may have a significant influence on students' skills and inspire them to be more autonomous learners supports this claim. In this study, the use of Google sites and classroom platforms helps the students increase their self-efficacy in speaking ability. With the help of these two platforms, students may become more autonomous learners. As we are aware, many instructors have acknowledged the usage of Google Classroom, and several studies have linked this platform to helping kids learn. One of the examples that proved how using Google Classroom had an influence on students' learning outcomes was the study by (Sukraini & Laksana, 2020). In any case, current research by the researchers has lessened its consideration of the usage of Google Sites. Students' freedom and willingness to study can be increased due to interactive features, flexibility, accessibility, exposure to social pressure, and the capacity to expand public knowledge of these digital platforms.

Based on the findings above, it is clear that e-portfolio-based learning has the potential to have a substantial influence on students' soft skills, hard skills, and career development preparedness, particularly in international work sectors. This finding is consistent with prior study by Mobarhan et al (2015) and Ciesielkiewicz (2019), who indicated that E-portfolios may be utilized as a tool for students' career development and employability before joining the workforce. This is also consistent with the findings of Wakimoto and Lewis (2014) in a research including graduate students in counseling or psychology schools. According to the findings of his study, students are given e-portfolios for career development as well as job search tools. 86% of respondents said they want to share their e-portfolio with prospective employers. As a result, it can be inferred that the use of an e-portfolio can have a long-term influence on students' future job development as well as their soft and hard skills, particularly for students who learn in the vocational sector. Furthermore, study by (Barrot, 2021) found that using Facebook as a medium for adopting e-portfolios had a favorable influence on students' writing skills.

The usage of a digital platform and the abilities that are enhanced by this EBL distinguishes the current study from past studies. The platforms employed in this study are a mix of two digital platforms that are interconnected in helping the successful deployment of this e-portfolio. Because the usage of these platforms in establishing e-portfolios has received less attention in recent research, this study might provide a fresh reference in future studies. Furthermore, earlier studies focused solely on the influence of e-portfolios on students' writing performances and career growth, with minimal studies on self-efficacy and speaking skills. This study thus provides a new perspective on and reference for e-portfolio-based learning.

Even if using an e-portfolio has numerous benefits for student learning and career development, the time it takes to adopt this strategy for one topic and the number of students the

lecturer teaches need to be taken into account for subjects that have a lot of topics to cover in a semester. The time commitment and quantity of students who get instruction through lectures constitute this method's limitations. The more students being taught, the longer it will take the lecturer to complete one topic in the classroom and the more time it will take to install this e-portfolio.

#### 4. CONCLUSION

Based on the findings and discussion above, the researcher comes to the conclusion that it is essential to create a platform that can support all interactive features so that students only need to use one platform with features that can represent the group of interactive platforms used. This will help students recognize and use the platform more quickly. The researcher suggests selecting and designing a number of topics that are felt to be applicable and have a practical feel in order to use this model. The second implication related to the length of time used for implementing 1 (topic) of learning needs to be considered in the future when implementing this model.

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