

Students' Perceptions of Using E-Portfolio in Learning Language Material Development at Universitas Muhammadiyah Makassar: A Descriptive Qualitative Research

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Abstract

The use of digital technology in education has driven a shift from traditional paper-based portfolios to electronic portfolios (E-portfolios) that are more efficient, flexible, and have a wider reach. This study aims to explore students' perceptions of the use of E-portfolios in Language Material Development (LMD) learning. This research was conducted qualitatively by involving five eighth-semester students from the English Education Department at Universitas Muhammadiyah Makassar, using a descriptive qualitative method. Data were obtained through semi-structured interviews, employing purposive sampling techniques. The results of the study indicate that there is a positive perception of the use of E-portfolios, including ease of access, organization of materials and tasks, and the ability to store large amounts of data. Additionally, the available features help students create a more attractive, easy-to-understand E-portfolio display that is also secure and protects privacy. The electronic devices owned by the student further support and facilitate the process of uploading assignments into E-portfolios. This research is expected to provide a deeper understanding of the effectiveness and impact of using E-portfolios at Universitas Muhammadiyah Makassar.

Keywords: E-Portfolio, Language Material Development, Students Perception.

1. Introduction

The development of science and technology has become an inseparable aspect in the field of Education, including English Language Education. The use of technology in English learning is carried out in order to increase efficiency and effectiveness in learning. One of them is the use of digital technology in the world of education can be seen from the shift in the use of traditional paper-based portfolios with electronic portfolios that are more efficient, flexible, and have a wider reach.

The use of technology in education has had a positive impact on increasing the efficiency and effectiveness of learning activities. Advances in the development of electronic portfolios, for both teachers and students, can reduce the need for physical storage space for notes or assignments. More diverse formats also allow for longer periods of data storage, providing flexibility for students in the collection of their assignments.

E-portfolio is a platform that allows students to collect, record, and present their various works and achievements in digital form. According to Aliffudin & Santoso (2023), E-Portfolio is a web application designed as a tool to record activities carried out during the learning process in class, including assignments, projects, organizations, committees, and achievements. This web-based e-portfolio will make it easier for students to collect, store, and exhibit their works and there are no space and time limitations.

In the seventh semester of grade B students of the 2020 academic year, the English language education study program of Universitas Muhammadiyah Makassar took the Language Material Development course. In this course, lecturers use Google Sites-based e-portfolio as an innovative learning medium. Google Sites provides an easy-to-use platform for students to manage and present their work digitally. With Google Sites-based E-Portfolios, students not only collect and upload assignments, but also develop important technological and digital skills. They learn how to organize and present information effectively, which is a valuable ability in the educational and professional world.

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Considering to the explanation above, the researcher interest to conducting a study under the title "Students' Perceptions of Using E-portfolio In Learning Language Material Development at Universitas Muhammadiyah Makassar".

2. Literature Review

Several researchers have conducted related studies that provide valuable insights into the use of E-portfolios and the development of language learning materials.

Research by Muin, F (2021) entitled "Students' Perceptions on the Use of E-Portfolio for Learning Assessment" found that the use of E-portfolios can enhance students' confidence, motivation, and self-efficacy. Additionally, E-portfolios help students learn new things, complete English tasks more effectively, have a positive impact on learning, and improve students' English skills.

The study conducted by López-Crespo et al., (2022) titled "The Educational E-Portfolio: Preliminary Evidence of Its Relationship with Student's Self-Efficacy and Engagement" shows that there is an increase in self-efficacy after implementing E-portfolios for one semester. The results also indicate that there is student involvement related to academic achievement, such as self-efficacy and engagement.

Furthermore, research by Sampelolo et al., (2023) entitled "Digital ESP (English for Specific Purposes) Material Development CLIL (Content Language Integrating Learning) Based" shows that the material development they conducted has significant potential to improve language and content learning and help students develop skills that meet global needs in sustainable language skills development.

Research by Anwar (2021) entitled "Development of Foreign Language Teaching Material Based on Higher Order Thinking Skills (HOTS) to Increase Students' Literacy Skills" demonstrates that the application of HOTS-based teaching materials has a significant positive impact on improving students' literacy skills, especially in the context of learning outcomes for General Writing and Reading courses. Students' responses to the application of such teaching materials have been overwhelmingly positive, as it allows them to engage in critical and creative thinking.

Based on the above studies, the researcher can conclude that this current research shares similarities and differences with the previous studies. The similarity is that the research focuses on the development of language learning materials and the use of E-portfolios in learning. However, the difference lies in this study's incorporation of E-portfolios in the development of language learning materials.

a. Concept of Perception

Perception is a process that begins with sensing, as explained by Walgito (2013: 53). Sensing here refers to the reception of a stimulus by an individual through his five senses. The sensing process occurs continuously, occurring when individuals receive a stimulus that affects them through their sensory apparatus. Perception arises in response to the stimulus. The stimulus received by a person has a certain complexity; It enters the brain, then interpreted, interpreted, and given meaning through a complex process before finally forming a perception. In the Big Dictionary Indonesian, perception is defined as a direct response or acceptance of something, or the process by which a person understands some things through his five senses.

b. Concept of Language Material Development

Material development is a field that study and investigates the principles and procedures of designing, writing, implementing, evaluating and analyzing language teaching materials. According to Kurniasih et al (2023) in developing learning materials, there are several important things that need to be considered by material developers. These are (1) learning materials must be in accordance with the needs of students; (2) learning materials must be related to the syllabus, curriculum and methods implemented; (3) learning materials should provide students with experiences to interact with authentic English usage through oral and written texts; (4) learning materials should allow students to perform many student-centered classroom activities; and (5) the learning material must be useful to the student.

c. Concept of E-Portfolio

According to Aliffuddin & Santoso (2023) E-Portfolio is a web application designed as a tool to record activities carried out during the learning process in class, including assignments, projects, organizations, committees, and

achievement. This web-based e-portfolio will make it easier for students to collect, store, and exhibit their works and there are no space and time limitations.

According to Amaya et al. (2013), E-portfolio is an innovative platform that allows students to collect learning achievements, tidy them up, and display them in digital form that can be accessed repeatedly in accordance with the goals to be realized.

Based on the definition above, it can be concluded that e-portfolio is a facility or digital platform designed to accommodate and present the results of student learning activities. E-portfolios allow students to collect, organize, and display their work or learning achievements in digital form. The use of e-portfolios also provides convenience in evaluating students' abilities during the learning process, and allows flexible access from time to time according to the desired goals. E-portfolio is also considered a practical and economical solution because it is not limited by time and place constraints. Overall, e-portfolios reflect the evolution from conventional portfolios to digital forms that support student learning, self-reflection, and learning achievement.

3. Research Methods

This research employs a qualitative descriptive method to explore and understand how participants perceive and interpret various aspects of their environment. Specifically, the study investigates students' responses to the use of E-portfolios in learning, aligning with its goal of determining students' perceptions through interviews.

The instrument used to collect data in this study is interviews. The interviews were conducted using a semi-structured method, where the researcher prepared several questions in advance but also allowed for further exploration of the topic and additional questions based on the respondents' answers.

Data were obtained through interviews. The participants in this study were 5 students from the English Education Department, class of 2020, selected using purposive sampling. In analyzing the data, the researcher used four iterative steps: data collection, data reduction, data display, and conclusion drawing. After creating the interview transcripts, the data obtained were reduced by carefully selecting the information most relevant to the research objectives. The researcher then created a structured description of the information to draw conclusions and take action. Finally, the data were analyzed in depth and described so that the information contained within could be clearly understood in line with the research objectives.

4. Results and Discussion

4.1. Result

This study revealed the results of interviews with eighth-semester students in the Department of English Education. The data from these interviews have been grouped and compiled systematically. As explained in the previous chapter, this study uses a qualitative descriptive method to present the facts found. Researcher conduct semi-structured interviews that focus on key themes. This interview aims to answer the research question: how do students perceive the use of E-Portfolio in learning Language Material Development at the Universitas Muhammadiyah Makassar.

This finding is based on the results of interviews with eighth-semester students at the Department of English, University of Muhammadiyah Makassar who have taken the Language Material Development (LMD) course using E-Portfolio based on Google Site and participated in this study by answering several questions from researcher. Qualitative descriptive methods are used to analyze student answers when data is processed. The use of e-portfolio as material development in learning found significant findings in this study are as follows:

a. Usability

1) Storing a lot of data

The results of the interview show that the use of E-portfolios in LMD learning makes it easier for students to store a lot of data. This can be seen from the following extract:

Extract 1

S1: I feel is that can store important information or other documents and records, and this site is also easy to access.

Tuesday, 2 July 2024 at 2:13 pm

From the extract above, researcher can conclude that students feel that the main convenience felt in using E-portfolios in learning is the ability to store important information, documents, and other notes.

2) Ease of Accessing

Based on the results of the interview, students feel that the E-portfolio is easy to access. This can be seen from the following extract:

Extract 2

S1: This site is also easy to access because this link is simply accessed through just by clicking on the link. So, I think it's very easy.

Tuesday, 2 July 2024 at 2:13 pm

From the extract above, researcher can conclude that the next convenience they feel is that the E-portfolio is easily accessible just by clicking on the link shared.

3) Ease to Manage Materials.

Based on the results of the interview, students felt that E-portfolios made it easier to manage the material. This can be seen based on the following extract:

Extract 3

S2: I feel that it may be easier to arrange which part of the material you want to arrange. For example, there is material that is only part of the presentation that you want to review. So, there is an embedded part of the feature itself, which can make it easier to access and at the same time it seems to be able to input the same as several files or like pdf so it can be used as a storage place too.

Thursday, 4 July 2024 at 20.03 pm

From the extract above, researchers can conclude that E-portfolios provide convenience in organizing and compiling materials. For example, when only the presentation part wants to be reviewed, E-portfolio provides its own features where it can be easily accessed and students can add various files such as pdfs and can be used as a storage place as well.

4) Easy to Collect Assignments

Informed by the results of the interview, students feel that the ease of E-portfolio is that it is easy to collect assignments. This can be seen based on the following extract:

Extract 4

S3: Based on my experience, I feel is that of course the use of this E-portfolio makes it easier for us to collect assignments or notes related to LMD knowledge and also in this E-portfolio we can also like in additional to notes that can be collected easily, we can also like insert Youtube links that may be related to LMD knowledge to our E-portfolio. So, it's like, if we just click...profile, it will show all assignment notes or links related to the LMD course. So, it really makes it easier for us. We don't have to write manually.

Wednesday 3 July 2024 at 19:25pm

Informed by the extract above, the researcher can conclude that the use of E-portfolio makes it easier to collect assignments and notes related to LMD courses. In addition, E-portfolios allow the addition of youtube links relevant to the course, so that all assignment notes and related links can be easily accessed through the profile. This makes it very easy because students don't have to write manually.

b. Available Features

1) Display Customization Very Useful

Based on the results of the interview, the researcher found that the customization display available in the E-portfolio is very useful. This can be seen based on the following extract:

Extract 5

S3: There are several features that make me find interesting when I use E-portfolio. In the E-portfolio we can edit the font type, several font sizes or for the background of the page. So, it's like...for example, it doesn't seem to look more attractive and when in LMD, it seems that there were also some.... When in the LMD course, there are books, there are books that are developed. Now it's like being entered, it's a book that has been developed and incorporated into an e-Portofolio. And that's what I do myself, in addition to editing the book, I also use the features of this e-Portofolio by editing the background to make it more beautiful to look at. I think the features in E-portofolio are very interesting. I think that's all.

Wednesday, 3 July 2024 at 19:25pm

Based on the extract above, the researcher can conclude that students feel that e-Portfolio has attractive features, such as the ability to edit font types and sizes as well as page backgrounds, which helps to make the portfolio look more attractive. In the LMD course, users develop and edit books that are then included in the e-Portfolio, and take advantage of these features to beautify the display. Users find the features of e-Portfolio very interesting and useful.

2) Easy to Understand

Drawn from the results of the interview, the researcher found that the features available in the e-Portfolio are easy to understand. This can be seen from the following extract:

Extract 6

S4: The features if we have learned before through youtube tutorials or taught by friends. The features are easy to understand because they are almost the same as the PowerPoint feature if we want to edit something, type something in the E-portfolio.

Friday, 5 July 2024 at 9:10 am

Drawn from the extract above, the researcher can conclude that the features of e-Portfolio are easy to understand because they are similar to the features in PowerPoint, making it easier to edit or type something in e-Portfolio. Previous learning through YouTube tutorials or the help of friends also helps in understanding and using these features more easily.

3) Flexibility and security

Based on the results of the interview, the researcher found that there is flexibility and security in the features in the e-Portfolio. This can be seen from the following extract:

Extract 7

S5: I think the features in this site-based e-Portofolio are quite good because there are several features that I like, namely first, we can choose our own theme so that the background theme is so that we can enjoy and can learn to edit ourselves so that our e-portofolio looks more

attractive and second, I like the accessibility of the setting. Because with that only we can edit our E-portofolio and the material cannot be taken by others without access permission from us.
Saturday, 13 July 2024 at 3:45 pm

Based on the extract above, the researcher can conclude that in addition to providing a feature that allows students to choose and edit themes to make the display more attractive, students also like the security flexibility feature that can protect content without access permission from the E-portfolio owner.

c. Ease of Uploading Assignment

1) Supporting Electronic Devices

Informed by the results of the interview, the researcher found that electronic devices also had an effect on the process of uploading assignments to the E-portfolio. This can be seen from the following quote:

Extract 8

S3: It's a good experience, because actually, if for example like you want assignment into this E-portfolio, this course requires a good network, Right? Because it's an E-portfolio. So, it's like if I'm good because it's good to align me and everything that can be like my laptop supports or my cellphone supports to upload my LMD assignments to E-portfolio.
Wednesday, 3 July 2024 at 19:25 pm.

Informed by the extract above, the researcher can conclude that the student's experience when uploading assignments to the E-portfolio shows a positive experience because it allows the assignment to be uploaded smoothly as long as there is a good network. Students feel helped because the devices they use such as laptops or mobile phones support the process of uploading assignments with E-portfolio.

2) Internet Network

Drawn from the results of the interview, the researcher found that there were difficulties in accessing the e-portfolio, namely the internet network. This can be seen from the following extract:

Extract 8

S5: The first obstacle I faces was of course the internet, sometimes if the internet was in trouble the task would take a long time to upload. Sometimes it also fails to upload because yes, it's from the internet.
Saturday, 13 July 2024 at 3:45pm

Drawn from the extract above, researcher can conclude that the obstacle faced by students is the internet problem. When the internet connection is problematic, the process of uploading a task can take a long time or even fail.

4.2. Discussion

After briefly explaining the data, the researcher must analyze and explain it to answer the research question. The explanation is given as follows:

a. The Students' Perceptions of The Using E-portfolio in Learning Language Material Development at Universitas Muhammadiyah Makassar

1) Save a lot of data

Based on the results of the answers from students 1 and 3. Student 1 says that "I can keep important information or other documents and records in the E-portfolio". Similar to the answer from student 3 who said that "E-portfolio

makes it easy to store many files or pdfs and can be used as a storage place". This shows that E-portfolios have the ability to store a lot of data. Research by Lorenzo et al., (2005) confirms that e-portfolios are able to collect various forms of learning evidence in one platform. They state that one of the main strengths of e-portfolios is their ability to store large amounts of data and diverse formats efficiently. This includes everything from text documents and presentations to videos and images, all of which can be stored in one centralized system.

2) Ease of Accessing

The results of the interview showed that all students who participated in the interview had the perception that the E-portfolio was easily accessible. This is in line with the results of research conducted by Dewanti (2022) which states that E-Portfolio is easily accessible to anyone and provides convenience for students in collecting assignments. In addition, this ease of access allows students to access e-Portfolio anytime and anywhere, either through computer devices or mobile phones. This is especially beneficial for students who have a busy schedule and need flexibility in managing their academic tasks. Ease of access also increases efficiency and productivity, as students can quickly upload and review learning materials and get feedback from lecturers in real-time.

3) Ease to manage materials

Drawn from the results of the interview showed that student 2 said that the E-portfolio made it easier for him to organize the parts of the material that he would put into the E-Portfolio. According to Dewanti (2022), E-portfolios are student-centered so that students can compile relevant content according to their creativity. The ability to organize and structure material independently helps students become more disciplined and structured in managing their assignments and projects.

4) Ease to collect assignment

Based on the results of the interview, it was found that students 1 and 2 said that e-portfolios made it easier for them to store important information as well as notes or other documents. According to Aliffudin and Santoso (2023), the E-Portfolio is designed as a means to document activities that involve activities carried out during lectures, including assignments. With e-Portfolio, the task collection process becomes more efficient and transparent, reducing the risk of document loss and making it easier to track student academic progress. The ease of collecting and managing assignments through e-Portfolio not only improves student regularity and discipline, but also supports them in achieving better learning outcomes.

5) Display costumization very useful

Based on the results of the interview, Students 2,3 and 5 said that the display customization feature available in the E-portfolio is very useful, this feature allows students to create a more attractive and personalized view of their portfolio, which can increase their motivation and engagement in the learning process. Abrami & Barret (2005) stated that display customization can increase students' sense of belonging and engagement with their portfolios, which in turn can improve learning outcomes.

An attractive display can also give a better impression when an e-portfolio is used for presentations. Additionally, display customization allows students to express their creativity, creating a unique portfolio and reflecting their personal identity and learning style. This feature not only makes the E-portfolio more aesthetic, but it also makes it easier to navigate and organize content, so that information can be presented in a more structured way

6) Ease to Understand

Drawn from the results of the interview, student 3 said that the features available in the E-portfolio are easy to understand "when we have learned previously through youtube tutorials or with friends, the features are easy to use because it is almost the same as the PowerPoint feature, if we want to edit something, we can directly type it in the E-portfolio". The easy-to-understand features in the E-portfolio go a long way in creating a good experience for students as well as minimizing any technical hurdles that may be encountered the intuitive interface and easy-to-understand features ensure that students can take advantage of the full potential of the E-portfolio without the need for extensive technical training, so it is important to ensure that students can focus on learning without being distracted by technical issues. According to Sweller (1988) stated that an easy-to-understand interface can reduce cognitive load, so that students can more effectively process information and get a better learning experience.

7) Flexibility and Security

Based on the interview results, student 5 said "I like the accessibility of the arrangement because with it, only we can edit our E-portfolio and the material cannot be taken by others without access permission from us". Students can set the level of security and privacy as per their needs, ensuring that their personal data and information are well protected. Lorenzo & Ittelson (2005) emphasized the importance of security features in e-portfolios to protect user privacy and ensure that sensitive data is stored safely. Trust in this security system allows students to use e-portfolios with more confidence.

8) Supporting Electronic Devices

Based on the results of the interview, Student 3 stated that the experience of using e-Portfolio to upload LMD assignments was a positive experience because the device they used, such as a laptop or mobile phone, supported the process. This statement is in line with the views of Hollands & Escueta (2020), who stated that technological infrastructure and device support are crucial factors in the implementation of educational technology. They assert that adequate tools allow students to participate more effectively in technology-based activities, including the use of e-Portfolios. Good device support not only facilitates access, but also increases the efficiency and engagement of students in the learning process.

9) Internet Connection

Drawn from the results of the interview, all students said that the obstacle they faced was the internet connection. This problem often hinders them from accessing e-Portfolios effectively. According to Andary & Kom (2021), one of the inefficiencies in the use of online learning media is an unsmooth internet network. An unstable internet network hinders the process of uploading tasks with large files or even fails. In addition, a poor network can also affect the speed of access and the quality of the e-Portfolio user experience, which can reduce efficiency in completing tasks and interacting with the platform.

According to the results of the discussion, the researcher found that most students had a positive perception about the use of E-Portfolio in learning Language Material Development. Robbins (2002:14) states that positive perception is the evaluation of a person on information or objects with positive thoughts or expectations for the object. The use of E-Portfolio is very helpful in learning Language material development. This platform is easy to use although sometimes technical problems such as unstable networks arise.

5. Conclusion

Based on the study conducted through interviews with students, it can be concluded that the use of e-portfolios in Learning Language Material Development has received a very positive perception. The main finding of this study is the ease of access provided by e-portfolios, which allows students to access and manage their e-portfolios anytime and anywhere through internet-connected devices. This flexibility enables students to independently update and organize their e-portfolios, making it a highly effective tool for managing tasks and storing data.

Although there is a challenge related to internet access that is not always reliable, the dominant positive perception indicates that e-portfolios are very helpful in the learning process. According to Robbins (2002:14), a positive perception reflects an individual's evaluation of an object with positive thoughts or expectations. With the ease of use offered, despite occasionally facing technical issues such as unstable networks, e-portfolios have proven to be a beneficial and efficient platform in Language Material Development learning.

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