STUDENTS' PERCEPTIONS OF USING E-PORTFOLIO IN LEARNING LANGUAGE MATERIAL DEVELOPMENT AT UNIVERSITAS MUHAMMADIYAH MAKASSAR

(A Qualitative Descriptive Research)
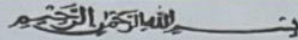
A THESIS

Submitted to the Faculty of Teacher Training and Educational Universitas Muhammadiyah Makassar in Partial Fulfillment of the Requirement for the Degree of Educational in English Department

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MUHAMMADIYAH UNIVERSITY OF MAKASSAR

2024

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

بسم الله الرحمن الرحيم

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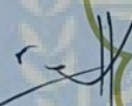
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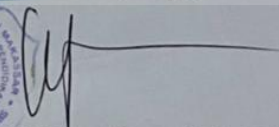Consultant I   Consultant II
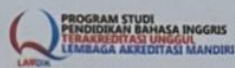
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Saturday 20/July 2024	IV	Data Display (Analysis)	
Saturday 27/July/2024	I5	Idea	
Thursday 08/08/2024		Abstract /English & bhs	
Monday 19/08/24		Acc	

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19/07/2024	I–V	Finding and Discussion Conclusion and Suggestion	
22/07/2024	I–V	Finding and Discussion Abstract, Table of content	
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                    Material Development at Universitas Muhammadiyah Makassar

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Material Development at Universitas Muhammadiyah Makassar

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Makassar, 20 July 2024

Yang membuat perjanjian,

Vera Hidayati

MOTTO AND DEDICATION

"Finish what you started. I know it's getting tough. You're tired, it feels impossible, and it's getting harder, but finish what you started. Don't forget why you even started in the first place. You must finish what you started. Everyone said you wouldn't finish what you started. Everyone counted you out; don't you dare prove them right. Finish what you started; don't give up on yourself. You can do it!"

-Asgun
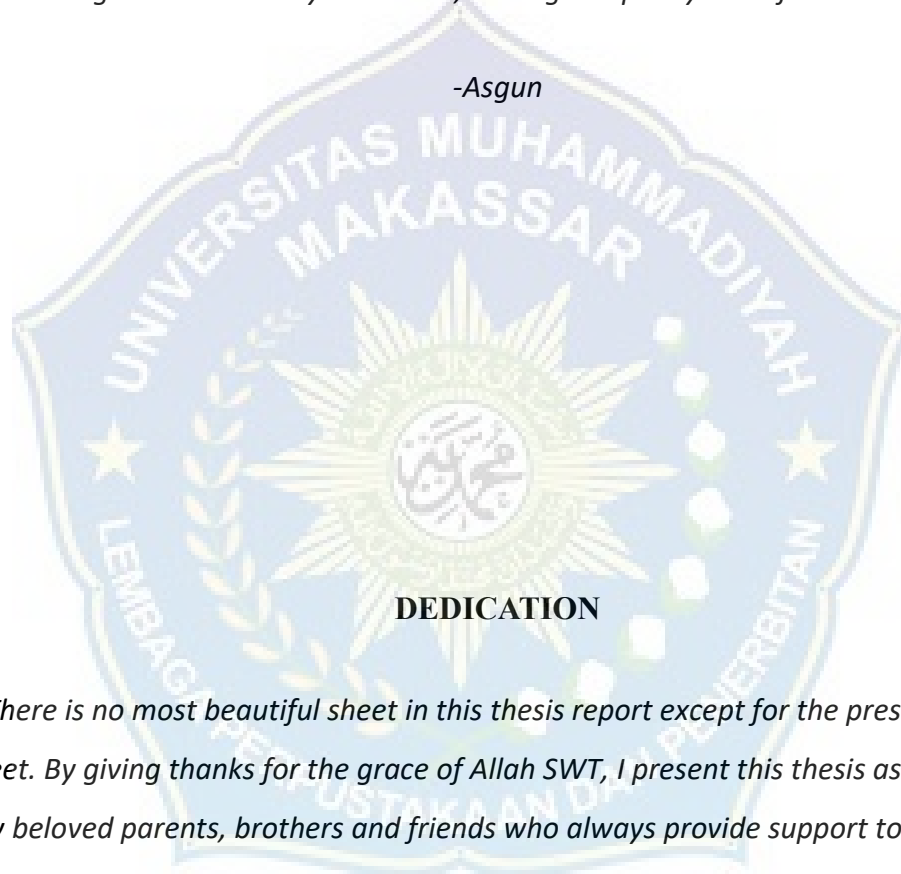
DEDICATION

There is no most beautiful sheet in this thesis report except for the presentation sheet. By giving thanks for the grace of Allah SWT, I present this thesis as a proof to my beloved parents, brothers and friends who always provide support to complete this thesis.

ABSTRACT

Vera Hidayati, 2024. Students' Perceptions of Using E-portfolio in Learning Language Material Development at Universitas Muhammadiyah Makassar. A thesis, English Education Department Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Herlina Daddi and Ariana.

The use of digital technology in education has driven a shift from traditional paper-based portfolios to electronic portfolios (E-portfolio) that are more efficient, flexible, and have a wider reach. This study aims to explore students' perceptions of the use of E-portfolios in learning Language Material Development (LMD). 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-portfolio, 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 in protecting privacy. The electronic devices owned by the student further support and facilitate the process of uploading assignments into E-portfolio. 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' Perceptions.*

ABSTRAK

Vera Hidayati, 2024. Students' Perceptions of Using E-portfolio in Learning Language Material Development at Universitas Muhammadiyah Makassar. Skripsi Program Studi Jurusan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Herlina Daddi dan Ariana.

Penggunaan teknologi digital dalam pendidikan telah mendorong pergeseran dari portofolio berbasis kertas tradisional ke portofolio elektronik (E-portfolio) yang lebih efisien, fleksibel, dan memiliki jangkauan yang lebih luas. Penelitian ini bertujuan untuk mengeksplorasi persepsi mahasiswa terhadap penggunaan E-portfolios dalam pembelajaran Language Material Development (LMD). Penelitian ini dilakukan secara kualitatif dengan melibatkan lima mahasiswa semester delapan dari Program Studi Pendidikan Bahasa Inggris di Universitas Muhammadiyah Makassar, menggunakan metode deskriptif kualitatif. Data diperoleh melalui wawancara semi-terstruktur, dengan menggunakan teknik purposive sampling. Hasil penelitian menunjukkan adanya persepsi positif terhadap penggunaan E-portfolios, termasuk kemudahan akses, pengorganisasian materi dan tugas, serta kemampuan menyimpan data dalam jumlah besar. Selain itu, fitur-fitur yang tersedia membantu mahasiswa menciptakan tampilan E-portfolio yang lebih menarik, mudah dipahami, serta aman dalam melindungi privasi. Perangkat elektronik yang dimiliki oleh mahasiswa semakin mendukung dan memfasilitasi proses pengunggahan tugas ke dalam E-portfolio. Penelitian ini diharapkan dapat memberikan pemahaman yang lebih mendalam tentang efektivitas dan dampak penggunaan E-portfolios di Universitas Muhammadiyah Makassar.

Keywords: E-portofolio, Pengembangan Materi Bahasa, Persepsi Mahasiswa.

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In the name of Allah SWT, the Beneficent and Merciful. All praises are due to Allah, the Lord of the universe, who has bestowed strength and health upon this research endeavor. May blessings and peace be upon our Prophet Muhammad Saw, his family, companions, and followers until the end of time.

Alhamdulillah, with the grace of Allah, I have completed this thesis after enduring efforts in writing. I express my deepest gratitude to my beloved father, Asep Lukman H, and my beloved mother, Eem, for their unwavering support, prayers, and motivation throughout my journey, especially during the research phase. I am deeply indebted to the following individuals for their invaluable contributions and guidance:

1. Dr. Ir. H. Abd. Rakhim Nanda, S.T., M.T., IPU., Rector of Universitas Muhammadiyah Makassar.

2. Erwin Akib, S.Pd., M.Pd., Ph.D., Dean of the Faculty of Teacher Training and Education at Universitas Muhammadiyah Makassar.

3. Dr. Ummi Khaerati Syam, S.Pd., M.Pd., Head of the English Department at Universitas Muhammadiyah Makassar.

4. Ismail Sangkala, S.Pd., M.Pd., Secretary of the English Education Department at the Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar.

The researcher know that is thesis was still far from perfect. Therefore, the researcher expects criticism and suggestions for the perfection of this thesis, Finally, the researcher hope this research was helpful for the future and the interest of readers and future researchers.

Makassar,   July 2024

Vera Hidayati

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CHAPTER 1

INTRODUCTION

A. Background

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. The use of appropriate media and learning technology according to Aripin (2012) is one of the success factors for teachers in transferring knowledge in learning activities. 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.

The development of electronic portfolios also reflects advances in teaching and learning, where comprehensive information can be accessed by teachers through the web platform provided. This allows teachers to gain a

thorough understanding of the activities undertaken by students, providing a clearer picture of their learning progress.

E – portfolio is a platform that allows students to collect, record, and present their various works and achievements in digital form. According to Firmansyah et al (2019)E portfolio is a collection of electronic evidence compiled and managed by electronic evidence can include writing, electronic files, images, multimedia, blogs and hyperlinks. 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. According to Su et al (2011) portfolios that can be accessed online will be more efficient in time utilization.

E-Portfolio created by students can be a motivation in learning, improving skills and can record complete students' achievements. In addition, E-Portfolio is also useful as a means of documenting activities during lectures that are active. Based on the results of research conducted Masluhah & Afifah (2022) stated that the benefits of developing electronic portfolios for both teachers and students are able to minimize the storage of assignments with more diverse formats that can be stored for a long time and help students in collecting their works that continue to grow and the ability to things indefinitely, Provide opportunities for students to apply the technological skills they learn independently.

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, lecturer 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.

The use of Google Sites-based e-portfolios in this course has several main objectives. First, it gives students access to an attractive and user-friendly platform to upload and organize their assignments. Students can easily create web pages that reflect their learning progress, integrating different types of media such as text, images, audio, and video.

Second, Google Sites enables better collaboration between students and faculty. Students can receive live feedback on each page of their e-portfolio, enabling continuous improvement and deeper learning. Sharing and collaboration features also facilitate group work, where students can contribute and provide feedback to each other in language material development projects. Third, Google Sites-based e-portfolios encourage self-reflection. Students can look back on their learning journey, recognizing achievements and areas for improvement. This gives them the opportunity to engage in a more conscious and reflective learning process.

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.

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

B. **Research Question**

Based on the background above, the researcher formulated the problem statement:

How do the student perceive using e-portfolio in learning Language Material Development (LMD) at Universitas Muhammadiyah Makassar.

C. **Research Objectives**

Based on the formulation of the problem above, the researcher intends to find out:

Student perceptions in using e-portfolio in learning Language Material Development (LMD) at Universitas Muhammadiyah Makassar.

D. **Significance of the Research**

The significance of this research are :

1. Provide a deeper understanding of students' views on the use of e-portfolio.

2. Uncover student behavior patterns related to the use of e-portfolio, such as how often they access them and the extent of their involvement in the process.

3. It is hoped that the research findings can illustrate whether the use of e-portfolio has a positive impact on student learning in the context of language material development.

4. Can provide a further understanding of the effectiveness and impact of using e-portfolio within the University of Muhammadiyah Makassar.

E. Scope of the Research

This research focuses on student perceptions of usability, available features, and the ease of uploading assignments using of E-Portfolio in Learning Language Material Development (LMD) at Universitas Muhammadiyah Makassar.
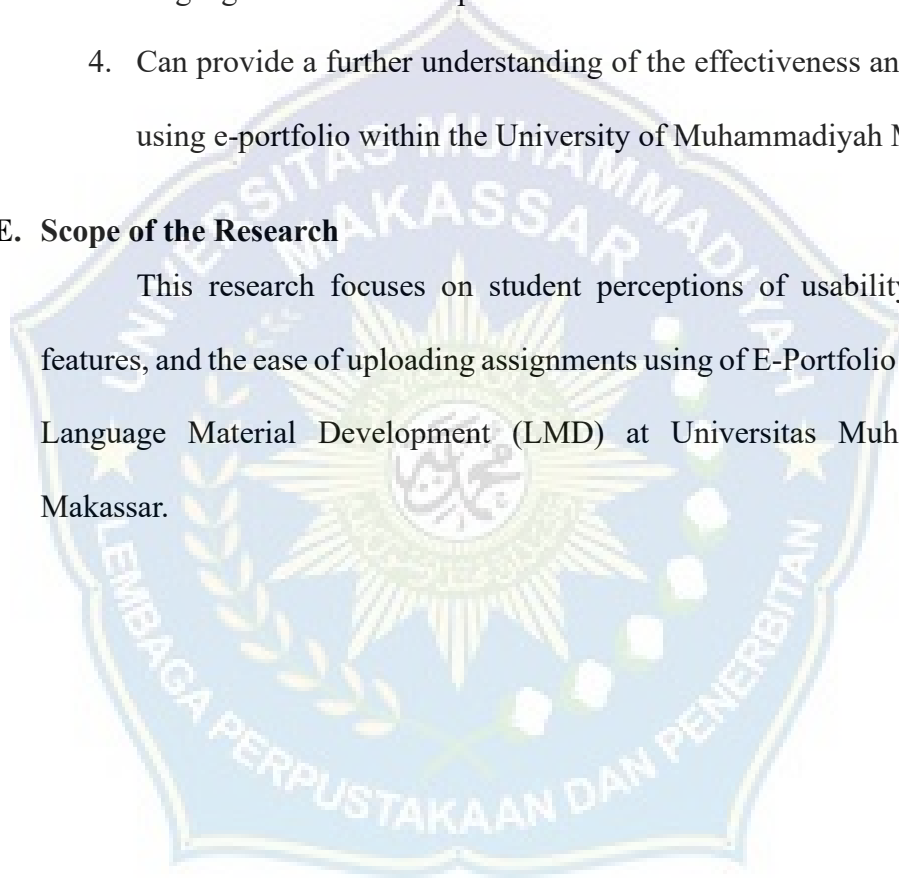
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the literature review which deals with previous related research findings, pertinent ideas and conceptual framework.

A. Previous Related Findings

This section presents previous findings by several researchers. Some researchers have conducted several related studies. First, Fathul Muin (2021) in their research entitled "Students' Perceptions on the Use of E-Portfolio for Learning Assessment" found that e-portfolio can increase confidence, motivation and self-efficacy, learn new things, complete English tasks effectively, have a beneficial effect on learning, and improve students' English skills.

Research conducted by López-Crespo et al (2022) entitled "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-portfolio for one semester. In addition, the results showed that there was student involvement related to academic achievement, such as self-efficacy and engagement.

Furthermore, research conducted 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 do has the overall potential to improve language and content

learning, and help students develop skills that are in accordance with global needs in the development of sustainable language skills.

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

Based on the previous studies above, the researcher can conclude that this current research has similarity and difference with the studies above. The similarity is the research has a focus on the development of language learning materials and the use of e portfolio in learning. But the difference is this study incorporates the use of e portfolio in learning language material development.

B. **Some Pertinent Ideas**
1. Concept of Perception
   a. Definition of Perception

   Perception has various kinds of understandings, according to experts, including: According to Fadila and Lestari (2013), perception is all the process of selecting, organizing and interpreting information input, sensations received through sight, feeling, hearing, smell and

touch to produce meaning. In addition, the notion of perception can be found According to Robbins & Clouter, (2018 :49), "Perception is a process of organizing and interpreting sense impressions to gain a deep understanding of the environment." In this context, perception can be interpreted as a personal interpretation of surrounding objects, based on impressions received through their senses. Thus, this can result in different views of the assessment of the same object.

Winardi (2016) states that perception has an important role as a filter and method to organize stimulus, allowing us to interact with our environment. The perceptual process provides a mechanism by which stimuli are selected and organized into meaningful forms, which tend to operate automatically and consistently in each individual. Thus, this process generally generates diverse perceptions among different individuals.

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.

"Perception is a process by which an individual selects, organizes, and interprets input information to form a meaningful picture of the world" (Kotler, 2016). According to Schiffman and Kanuk (2018: 137), "Perception is defined as a process carried out by individuals to select, organize, and interpret stimuli so as to form a picture that has meaning and logic about the world."

Based on the view of perception above, it can be concluded that perception is a subjective interpretation and judgment possessed by each individual towards an object. In other words, each person has a unique point of view in interpreting an object, so perception can vary between individuals.

b. Indicator of Perception

Walgito, (2010) describes several perceptual indicators to find out how the process of gathering information through human perception. These indicators are divided into three categories, namely:

1) Acceptance

The process of acceptance or reabsorption is an indicator at the physiological stage of perception; It involves the function of all five senses in capturing external stimuli. That is, information conveyed

by individuals to others will be absorbed or received by the five senses, such as sight, hearing, touch, smell, and taste, both individually and together.

After stimulation or information is received by the senses, this process produces an image, response, or impression in the brain. These images can be single or combined, depending on the perceived object of perception. The brain stores these images, both pre-existing and newly formed ones. Image quality is influenced by the clarity of the stimulus, normal internal conditions, and the time the information was received, whether it has just happened or has happened a long time ago.

2) Understanding

Understanding refers to the results of analysis which are subjective and can vary between individuals. After an image or impression is formed in the brain, the next step involves organizing, grouping (classification), comparison, and interpretation to form understanding or comprehension. The process of forming this understanding is a typical and fast process. The understanding that is formed is also influenced by the images that the individual has previously had, which is called apperception.

3) Evaluation

After understanding is formed, individuals begin to make assessments. They compare their new understanding with their subjective criteria or norms. This evaluation process is a response to external stimuli received by the senses, then evaluated by the individual. This assessment is greatly influenced by a subjective point of view, so that each person's perception of the environment can vary greatly. One individual may rate a stimulus as difficult and boring, while another individual may find the same stimulus enjoyable and meaningful. Individual judgments vary even if the object is the same. Therefore, perception is a very individual experience and unique to each individual.

c. Factors of Perception

according to Smith in Rezkiah (2017), there are several factors that affect perception. These factors involve:

1. Distinctive characteristics of the stimulus object, include value, meaning, distance, and intensity of existence. Value refers to the characteristics of a stimulus as the value of the object perceived by the stimulus.

2. Personal factors, including the individual's distinctive characteristics such as intelligence, intensity, interests, and so on.

3. Group influence factor, which indicates that other people's interpretations can give advice on a certain way.

4. Cultural differentiation factors.

d. Types of perceptions

As per Irwanto's findings in Shandi's thesis (2020), perceptions can be divided into two categories: positive and negative perceptions.

a) Positive perception denotes the comprehension and reactions that are in agreement with the object being perceived. Those with positive perceptions usually actively involve themselves with and support the object, making use of the acquired knowledge.

b) Conversely, negative perception encompasses knowledge and responses that are not in sync with the perceived object. Individuals with negative perceptions may display passivity, rejection, or opposition toward the object in question.

To summarize, the classification of a perception as positive or negative relies on how individuals express their knowledge about the perceived object. Both positive and negative perceptions have a substantial impact on an individual's choices and actions.

According to Robbins (2002: 14) that positive perception is an individual's assessment of an object or information with a positive view or in accordance with what is expected from the object being perceived or from existing rules. Meanwhile, negative perception is an individual's

perception of certain objects or information with a negative view, contrary to what is expected from the object being perceived or from existing rules. The cause of a person's negative perception can arise because of the individual's dissatisfaction with the object that is the source of his perception, the individual's ignorance and lack of individual experience with the object being perceived and vice versa, the cause of the emergence of a person's positive perception is because of the individual's satisfaction with the object that is the source of his perception, the existence of know-individual knowledge, as well as the individual's experience of the object being perceived.

2. Concept of Language Material Development
   a. Definition of Language Material Development

   Language material development is a very important process in the world of Education. According to Tomlinson (2001) language teaching material development is anything done by writers, teachers, or learners to provide language input sources and promote language learning. Language materials can include a variety of content types, from textbooks, teaching guides, worksheets, audio or video lessons, to interactive learning materials in digital format.

   Material development is a field that studies 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.

b. Principles in Material Development

Tomlinson (Richards, 2001) summarizes sixteen principles recognized by many Second Language Learning (SLA) researchers as basic principles in the development of materials for teaching languages. In outline, the principles can be described as follows:

1. The material should make an impact, help learners feel comfortable, and increase self-confidence.

2. Learning content should be considered relevant and useful by learners.

3. The material should encourage and facilitate learners' self-investment, providing opportunities for them to use the target language in communicative purposes.

4. The material should take into account that the positive effects of instruction are usually delayed, learners have different learning styles, and there are differences in affective attitudes.

5. The material should allow a silent period at the beginning of instruction, not rely too heavily on controlled exercises, and provide opportunities for feedback of results.

In his study, Richards (2002) shows that the subject matter clearly reflects the author's perspective on language and learning. The responses from teachers and students will depend on the extent to whichthe material fits their beliefs and expectations. Therefore, he put forward several points that should be considered in compiling effective material:

1. Language – must have a function and be contextualized; preferably realistic and authentic; requires learner involvement in meaningful language use.

2. Class material will usually try to include audio-visual elements.

3. Second language learners need to develop the ability to deal with different types of writing/speech.

4. The material should be flexible enough to adapt to individual and contextual differences.

c. Design of Language Material Development

One design that can be used for material development is to use the ADDIE model. This model was developed by Molenda and Reiser in the 1980 (Nita et al., 2022). ADDIE is a step-by-step framework used by instructional designers, training developers, and development and learning specialists in order to create education and training programs. The goal of the ADDIE model itself is to organize the content, simplify the development process, and ensure a structured framework for each course.

ADDIE It is an instructional design model consisting of five stages: Analysis, Design, Development, Implementation, and Evaluation. According to research Tu et al (2021), analysis is a stage where learning needs and student characteristics are examined, either through observation or surveys. Next, in the design stage, a syllabus is created. When learning objectives have been set, appropriate activities and assessments are generated to achieve those learning objectives. Then, the material is developed by gathering pertinent information to meet the needs of the instruction. The next stage is implementation, during which the design and materials are delivered to students. At the last stage, evaluation, students give feedback on the implementation of the design. Through these five stages, the ADDIE model supports a learner-centered approach as students are actively involved in material

development. From the initial stage to the end, students are invited to contribute to developing materials and instructions Iswati (2019).

d. Phase in Material Development

Branch (2010) explains the ADDIE phase as follows:

1. Analyze

The Analysis phase aims to identify potential causes of performance gaps, with steps such as validating performance conformity, setting instructional goals, analyzing learners, auditing resources, suggesting delivery systems, and drawing up project management plans.

2. Design

The design phase handles learning objectives, assessment instruments, exercises, content, material analysis, lesson planning, and media selection. The importance of the design phase is to have a systematic and specific nature. Systematic means using logical and orderly methods in identifying, developing, and evaluating a planned set of strategies to achieve project objectives. Specific means executing each element of an instructional design plan with attention to detail.

3. Develop

The purpose of the Development phase is to generate and validate selected learning resources. The purpose of the

Development phase is to generate and validate selected learning resources. The Develop phase within the ADDIE model involves the creation and organization of instructional materials. During this stage, instructional content is designed, prototypes are developed, and final instructional materials are produced based on the design specifications established in earlier analysis and design phases. Essentially, this phase is where instructional strategies are put into action, and the actual learning materials are crafted to fulfill the identified learning objectives from earlier stages of the ADDIE process.

4. Implement

The Implementation Phase aims to set up a learning environment and engage students. The general process associated with the Implementation phase is preparing teachers and students. This marks the end of formative development and evaluation activities.

5. Evaluate

The evaluation within the instructional design framework is a comprehensive process aimed at ensuring that instructional materials and strategies align with the intended learning objectives and contribute to significant learning experiences for learners. The purpose of the Evaluation Phase is to assess the quality of products and instructional processes, both before and after implementation.

3. Concept of E-Portfolio

   a. Definition of E-Portfolio

      E – portfolio is a platform that allows students to collect, record, and present their various works and achievements in digital form. According to Firmansyah et al (2019) E-portfolio is a collection of electronic evidence compiled and managed by users.electronic evidence can include writing, electronic files, images, multimedia, blogs and hyperlinks.

      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 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. According to Ming-Su (2011) portfolios that can be accessed online will be more efficient in time utilization.

      According to Rahayu and Wulandari (2022), E-Portfolio is the collection of achievement appraisal information that aims to show the ability of individuals in a particular domain by utilizing electronic devices or technology.

      Lukitasari et al (2020) stated that this portfolio is a container that is able to store all the results of learning activities based on tasks given by lecturers and prepared by students. The set of assignments in the e-

portfolio will describe students' abilities during the learning process over time (Chau & Cheng, 2010), thus facilitating the evaluation process.

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.

b. Types of E-Portfolio

According to Metz and Albernhe-Giordan (2010), there are 3 types of E-Portfolios, namely:

1. Showcase or Presentation e-Portfolio

This type focuses on presenting the individual's achievements, skills, experiences, and projects in a visually appealing and organized manner. It serves as a showcase of the individual's work, often used for professional purposes such as job applications or academic admissions.

2. Assessment e-Portfolio

This type is designed for the purpose of assessment and evaluation. It includes evidence of learning outcomes, reflections, assessments, and feedback from instructors or evaluators. Assessment e-portfolios are commonly used in educational settings to track student progress and assess their competency levels.

3. Process or Development e-Portfolio

This type emphasizes the process of learning and development over time. It documents the individual's learning journey, including reflections, growth, challenges, and achievements. Process e-portfolios are often used for personal development, self-assessment, and lifelong learning purposes.

c. Various Flatforms for Creating E-Portfolios

Various platforms are available to create your personal electronic portfolio. Three examples of platform models that can be used are:

1. Mahara

   Mahara is an open-source web application used to manage e-portfolios and social networks. It was created in New Zealand in mid-2006 as a collaborative project involving several universities. The name "Mahara" comes from the Maori language meaning "to think". This application focuses on creating a Personal Learning Environment (PLE) that is different from the Learning Management System that is more centralized on the organization.

2. Exabis

   Exabis is also an open-source platform that allows users to create and manage personal e-portfolios. Here, students can collect documents, notices, and links, and publish documents if needed.

3. Google Sites

   Google Sites is a free online application provided by Google. With this app, users can create websites in an easy way, such as editing documents. Both teachers and students can quickly gather text, images, and other documents in one place, and share information publicly or over networks.

d. Google Sites Based E-portfolio

   According to Kompen et al., (2019), Google Sites is one of the products provided by Google as a tool for creating personal websites.

Google Sites can be used in classroom activities for learning and teaching. For example, students can use Google Sites to submit work, and professors can view work submitted through the site. In addition, Google Sites is able to store and display different types of information such as text, images, links, or videos in one place (Lange & Costley, 2020). Therefore, the main difference between E-based Portfolio Google Sites and other Google tools is that Google Sites gives students more freedom to customize their site.

With powerful customization features and the ability to integrate different types of media, Google Sites gives students incredible freedom of expression in their learning. According to Hanifa ESD et al., (2024) Google Sites provides a portion for students so that they can customize their website according to their individual preferences and creativity. This is supported by the fact that Google Sites allows users to integrate different types of media into a single site that can be tailored to individual needs (Kompen et al., 2019). Thus, simply Google Sites gives learners greater control over their learning process.

e. The Advantages of E – Portfolio

According to Muin, Hafidah, and Daraini (2021), e-portfolio provides several benefits, namely:

4. Creating motivating learning situations through audiovisual elements

5. Make it easier for students and teachers to create portfolios with various formats

6. keep practicality and cost low as it is not limited by time and place

7. according to the current learning style of the students, and

8. Provide free access to other participants, thus attracting more audience.

In addition, according to Nurhayati (2014), the advantages of using e-portfolios when compared to paper-based portfolios involve several aspects, namely:

1. Wider and Flexible Measurement

    E-portfolios can provide a wider range of assessments and flexibility, enabling a more comprehensive evaluation of performance and achievements.

2. Easy Publishing

    E-portfolios can be easily published online, providing wider access and facilitating information sharing.

3. Relevance to the Digital Age

    Along with the development of the all-digital era, e-portfolios are considered more relevant and efficient in adapting to the digital environment.

4. Linkage to the Entire Curriculum

E-portfolios are designed to connect and encompass the entire curriculum, enabling a more holistic understanding of learning progress.

5. Focus on Personal Development

The e-portfolio is designed to accommodate personal development planning and enhance reflective and independent skills.

6. User-centered

E-portfolios are emphasized on the user, giving individuals more control over the content and presentation of their portfolio.

7. Encourage Discussion with Related Parties

E-portfolios allow for more effective discussions with a number of relevant parties, creating an interactive platform to discuss works and achievements.

f. Steps to Create a Google Sites Based E-Portfolio

Here are some steps to create an E-portfolio:

1. The first step is to create a Gmail account, open google search, then search "create a gmail account"after that click the top site.
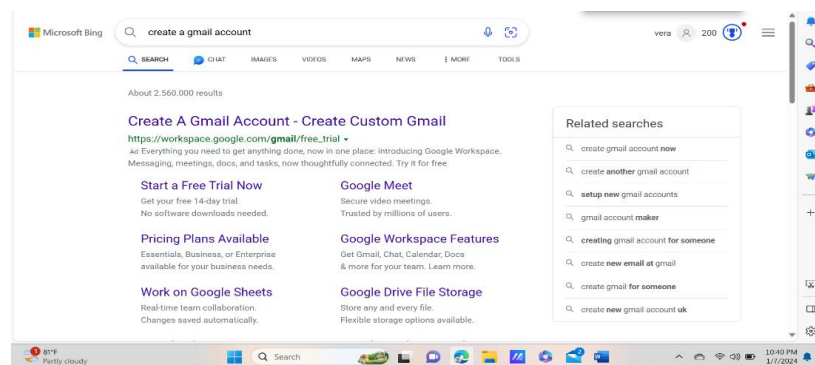
2. After that, click the blue box below with the words "Create account"
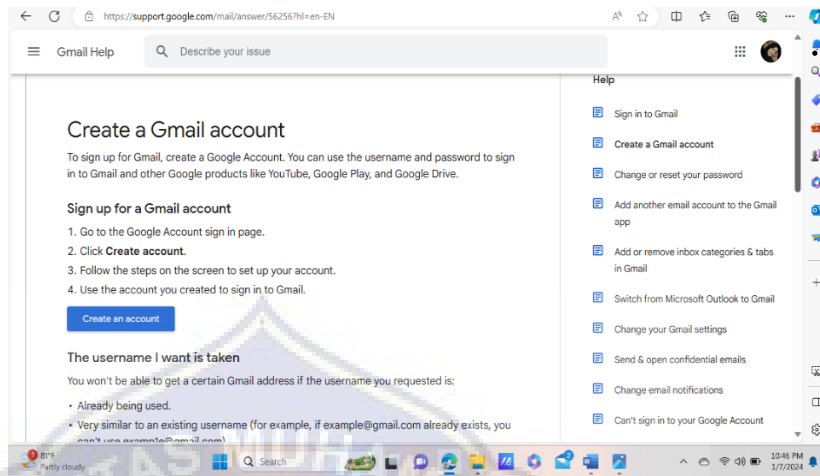
3. Create an email account with the name you want. Fill in some fields, such as full name, email address, password or password.

4. Fill in personal data, such as active mobile number, date of birth, gender and other email names that you can easily remember. When everything is filled, click Next!

5. Verify your mobile number by clicking send

6. Read all Gmail Privacy rules and Terms that you must comply with when using the email service. If you have read and agreed to it, click 'I Agree'
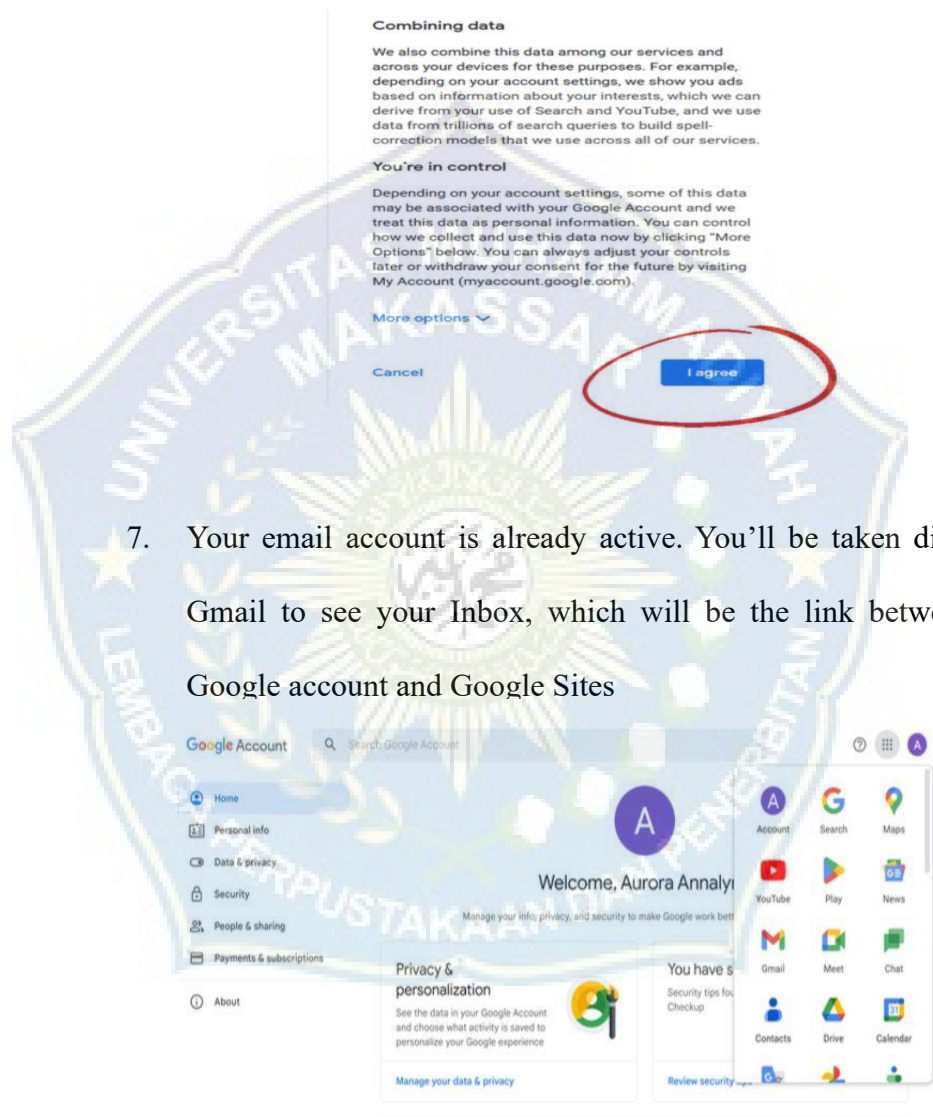
7. Your email account is already active. You'll be taken directly to Gmail to see your Inbox, which will be the link between your Google account and Google Sites

8. To log in to your Google Sites account, you click the nine dots in the upper right corner, then scroll down until you find "More from google" then click!
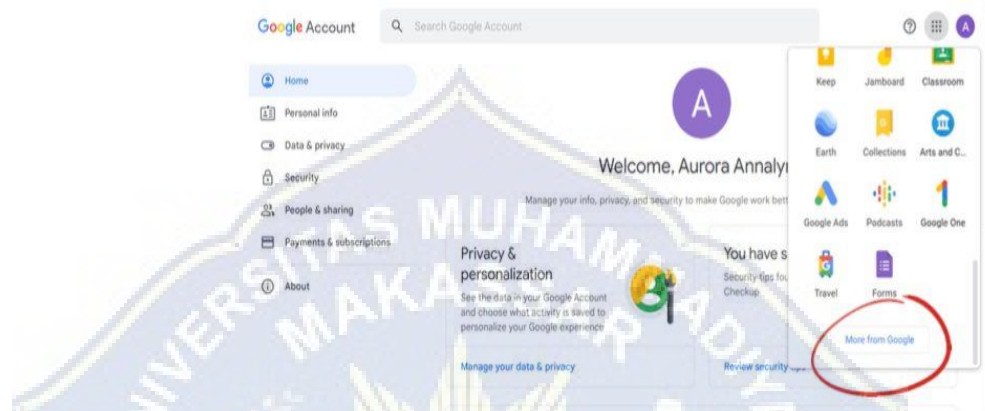
9. You will be in various applications from google, just scroll down until you find "Sites". The google sites icon will appear as below
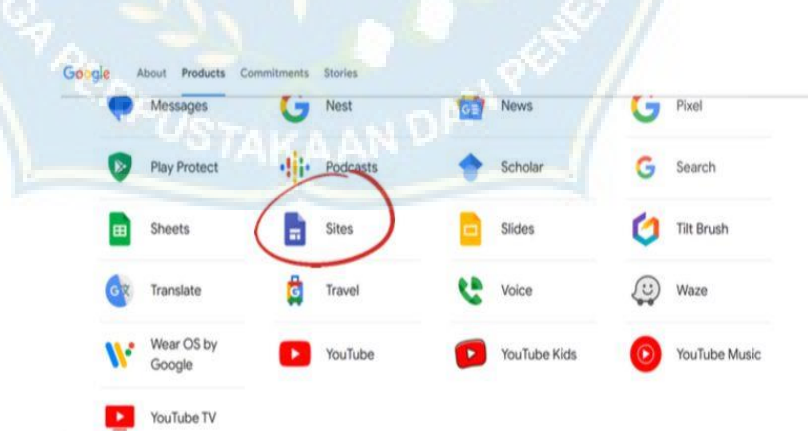
10. The initial screen of Google Sites, will display several theme options, but we will create our own theme by clicking "Blank"
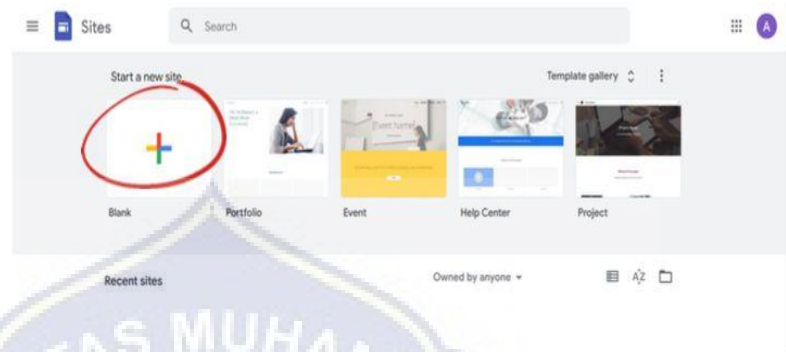
11. After selecting "Blank" it will appear the initial display of Google
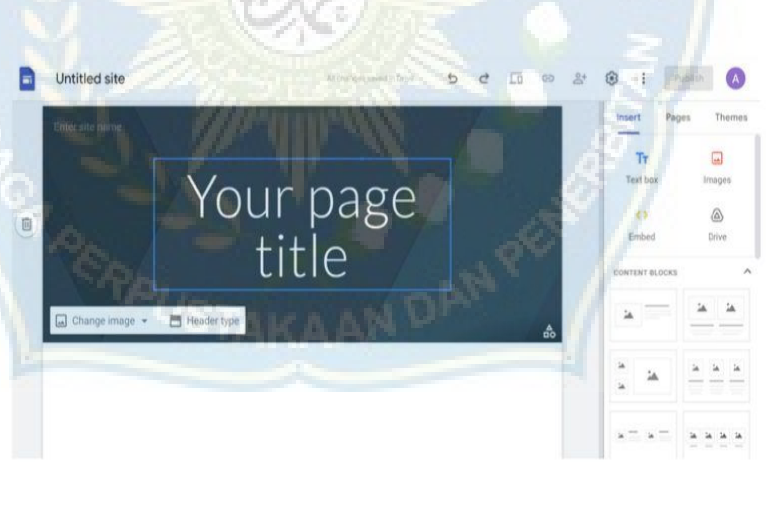
12. The first step is to give the site title of the Google Sites page (note the highlighted/blocked text "untitled site").

13. To change the title of your site, click the section that says "untitled site" change it to your name "AURORA" (examples only)
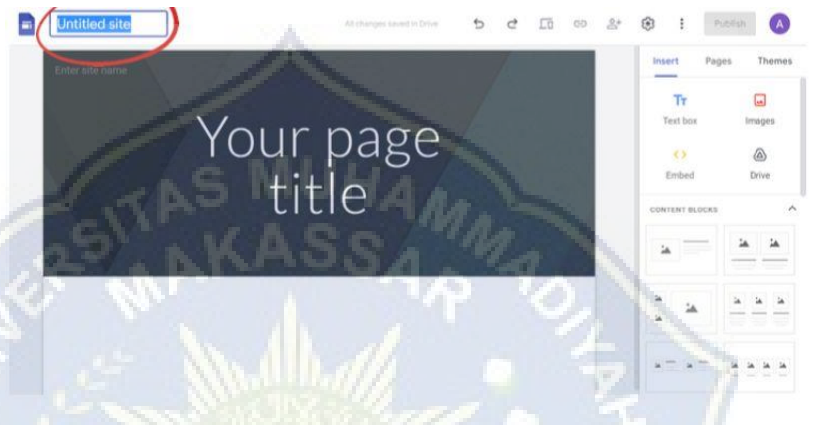
14. Then change the title of the page by blocking the writing section "Your page title" then replace it with writing according to the title of your choice, for example the title page is changed to "Electronic Student Portfolio"
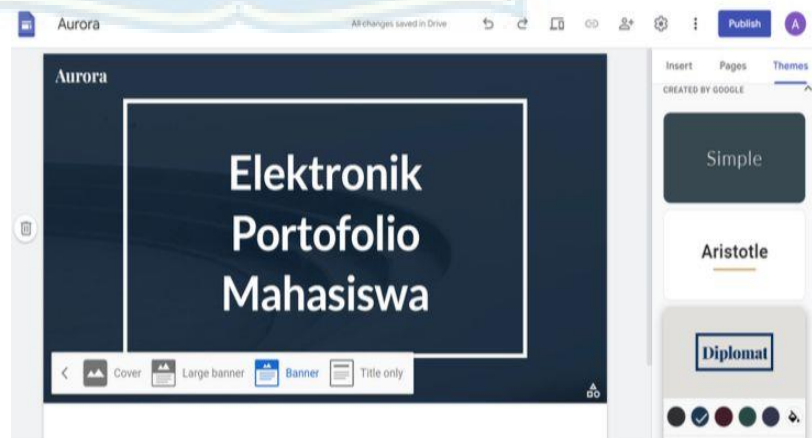
15. You can change the theme to your liking, by clicking "Themes". Here uses the theme "Diplomat" as an example.

16. Resize the home cover by clicking "Banner" at the bottom of the home cover.

17. The type and size of the font can be changed and adjusted to the wishes, namely by means of writing blocks, select the type and size of the available letters (can be seen in the image below)
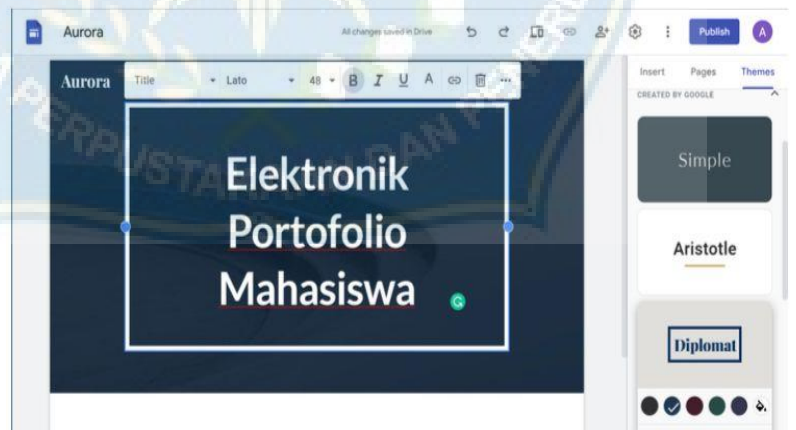
18. Then add a new page for several meetings, namely by selecting the "Pages" menu then click the icon (+), after that change the name of the new page according to the meeting name, for example "Meeting 1"
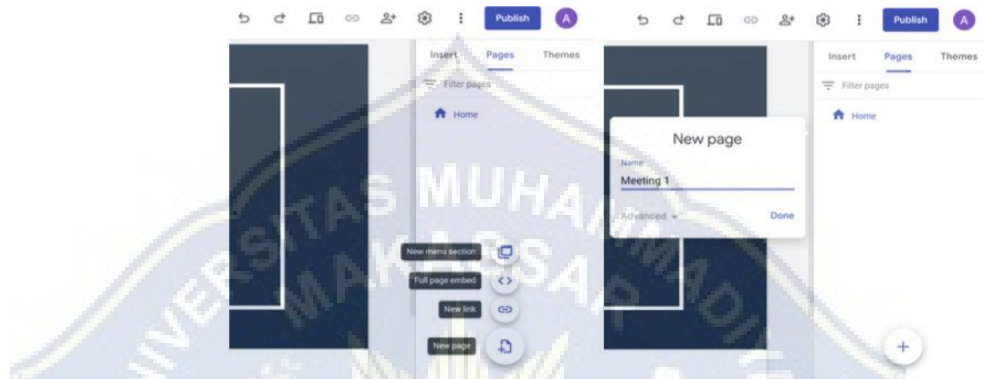
19. Here's what it looks like after adding a new page, to create a page at the next meeting, repeat the same until the meeting is needed
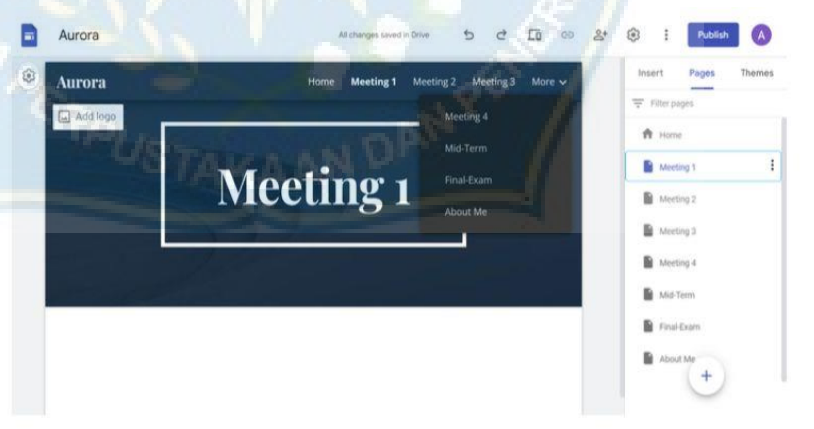
20. The background of the page can also be changed to make it more attractive, click the "Change image" menu section, then select the image through the internal file (Upload) or can be through the available feature (Select).
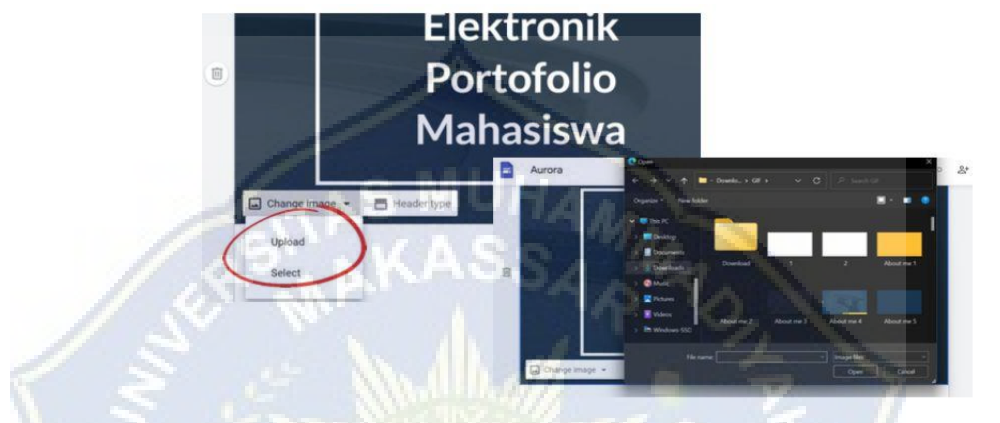
21. After adding a new page, the next step is to create an image insert, it can be a video and so on.

22. The step to create the insert is to click on the "Content Blocks" menu, select one of the desired "Layouts" (the first layout example)
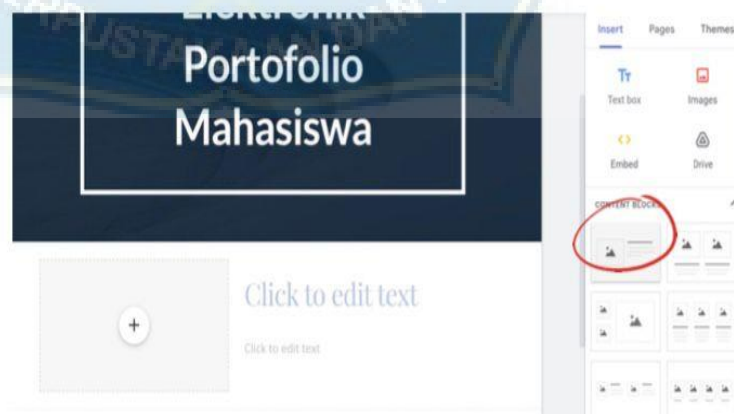
23. To insert an image, click the (+) sign then select the image to upload, there are options (upload, select images etc.). The layout of the image can also be changed as desired.

24. To insert a video from youtube or google drive, click the sign (+) then select "youtube" to be uploaded, the video display will auto play when it is published.
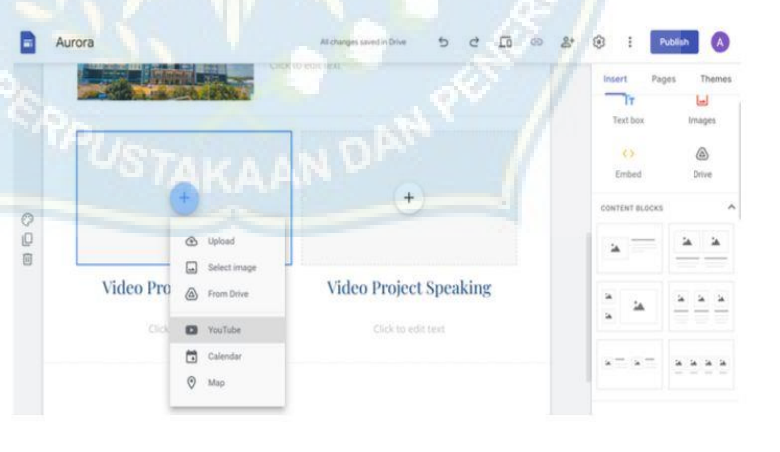
25. To insert subpages, select the pages menu then click (+), after that select "new page", drag subpages then drop into pages, then a display will appear like this

26. To insert a google form as a discussion forum, select the insert menu, scroll down, after that select "Forms", drag subpages then drop into pages, then a display will appear like this

27. After the google sites have been created, the final stage is publishing so that the site can be accessed by everyone, how to click "Publish" then fill in the address of your google sites name, and check the box below.
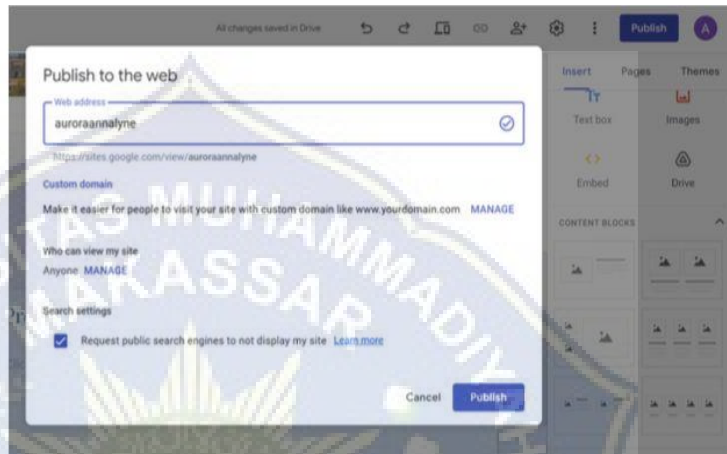
28. This is the display of Google Sites that have been published, if you want to return to editing, you can click the "pencil icon" in the lower right corner.

29. To preview google sites can click "laptop icon" if you want to copy the google sites link you can click "link icon", another menu in the upper corner is to view publish or unpublish.
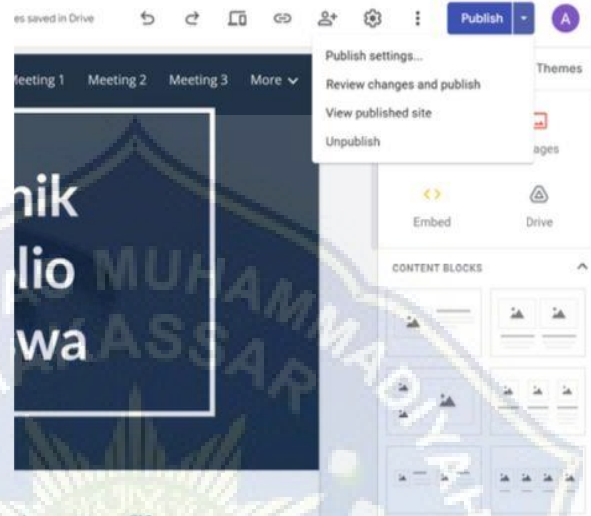
g. Usability of E-Portfolio

Usability is a concept that measures the level of ease with which users interact with a product, service, or system. According to Davis (1989) in Wilson (2019: 242) ease of use refers to the extent to which a person believes that using a certain system will free them from excessive effort. Meanwhile, according to Ratno (2019: 32), ease of use is a person's belief that in using a technology, they can easily use it and understand it.

According to Sun and Zhang (2015: 41), the dimensions of ease of access include ease of learning, use, understanding, and the ability of users to become skilled in the use of the product. Thus, a product

that has good ease of access will allow users to quickly learn how to use it, navigate easily, understand the information presented, and gradually develop skills in using more advanced features.

In the context of this study, usability refers to the extent to which users believe that by continuing to use the E-Portfolio will be free of effort. When a system is relatively easy to use, users will be more willing to learn about its features and eventually intend to continue using it. This is because users feel that the use of such systems does not require excessive effort and provides a comfortable experience. According to Dewi & Warmika (2016: 4), the level of ease of use will have an impact on behavior, where the higher a person's perception of the ease of using technology, the higher the level of information technology utilization. Thus, a high level of usability can affect user motivation to adopt and continue using the E-Portfolio.

h.   Available Features of E-Portfolio

Site-based E-Portfolio is a platform that provides various features to assist users in creating digital Portfolios. Here are some of the features available:

a)   Theme Selection: Google Sites provides a wide selection of themes and layouts to choose from to customize the look of your portfolio as per preferences.

b) Pages and Subpages: You can create a main page as well as additional pages as subpages to organize your portfolio content in a structured manner.

c) Visual Editor: Google Sites comes with an intuitive visual editor, allowing you to create and edit content without needing any knowledge of HTML or CSS.

d) Accessibility Settings: You can control who can view or edit your portfolio by setting the right access permissions.

e) Integration with Google Workspace: Google Sites integrates with various other Google services such as Google Drive, Google Docs, Google Sheets, and more, making it easy to embed relevant content into your portfolio.

f) Mobile Responsiveness: Portfolios created with Google Sites will be automatically responsive, meaning they'll adapt to how they look on both desktop and mobile devices.

g) Media Gallery: You can easily add images, videos, and other media files to your portfolio using Google Sites' media gallery feature.

h) Widgets and Embeds: Google Sites supports the use of widgets and embeds from various third-party services such as Google Calendar, Google Maps, YouTube, and more.

i) Google Forms: You can embed Google forms directly into your portfolio to collect submissions or information from visitors.

j) Site Analytics: Google Sites provides a simple analytics tool that allows you to track the number of visitors, traffic sources, and other information related to the performance of your portfolio.

k) Language Use and Translation: Google Sites supports multiple languages and provides automatic translation features for your portfolio content.

l) Security: Google Sites comes with security features like two-factor authentication and data encryption to protect your portfolio.

i. The ease of uploading assignment

Uploading assignment on the Google Sites-based e-portfolio platform is relatively easy and intuitive. Here are some of the conveniences you can encounter:

1. Integration with Google Drive: Google Sites integrates with Google Drive, allowing users to easily upload task files from their Google Drive directly to e-portfolio sites. This minimizes the extra steps required to upload files.

2. Intuitive User Interface: Google Sites offers a simple and intuitive user interface, making it easy for users to create new pages, organize content, and manage tasks without requiring in-depth technical knowledge.

3. Easy Formatting: Users can easily format text, add images, videos, and other files to their e-portfolio pages using Google Sites' built-in editing tools. This makes it possible to create an attractive and informative display.

4. Customizable Access Control: Users can set access controls for each e-portfolio page or site, allowing them to share assignments with specific people, such as professors or schoolmates, or to maintain privacy by making them accessible only to certain users.

5. Responsive and Integrated with Mobile Devices: Sites created using Google Sites are designed to be responsive, meaning they will automatically adapt their appearance to the device the user is using, including phones and tablets. It allows users to access and upload tasks from anywhere.

6. Comments and Feedback: Google Sites provides a commenting feature that allows users to provide immediate feedback on uploaded tasks. It facilitates communication between users and recipients of feedback, such as lecturers or classmates.

7.   Community Support and Resources: There are many resources and tutorials available online to help users understand and use Google Sites effectively. If you're having trouble or need help, you can easily seek help from the community of Google Sites users.

C. **Conceptual Framework**
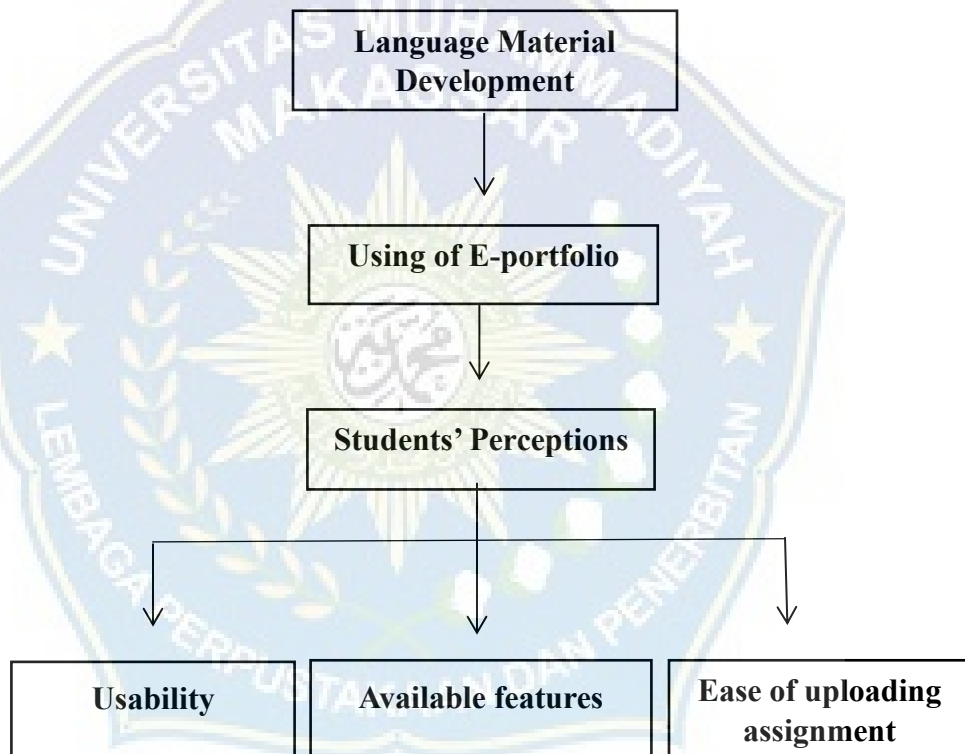
Figure 2.1 Conceptual Framework

The conceptual framework above shows the research process from start to finish in obtaining the collected data. Starting from the language material development learning process using E-Portfolio. Then students will be asked to provide perceptions related to the learning process

using the E-Portfolio through semi-structure interviews with respondents who meet the criteria in this study. The results of this study will differ based on usability, available features and ease of uploading assignment.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research method is qualitative descriptive. Descriptive qualitative research method is a method used by researcher to find knowledge or theory of research at a certain time. Qualitative research methods are used to examine the best questions by verbally describing how participants in a study perceive and interpret various aspects of their environment.

In this study, researcher investigated students' responses to the use of E-portfolios used in learning; This is in line with the purpose of this study to determine students' perceptions by conducting interviews to collect data.

B. Research Subject

This research was conducted on 5 eighth semester students in class B of the 2020 academic year English Language Education Universitas Muhammadiyah Makassar. The subjects of this study were selected using the purposive sampling method where the researcher had previously made preliminary observations and determined that only students who had learned language material development using E-Portfolio and actively uploaded their assignments to be subjects in this study.

C. Research Instrument

Researcher was collected data using instrument Interview. An interview is a direct communication method used to obtain information, data, or views from one or several specific individuals or subjects.

In this study, interviews were conducted using semi-structured method. A semi-structured interview is a method in which the researcher has a number of questions that are prepared in advance, but also gives the freedom to explore the topic further and ask additional questions according to the responses or responses given by the respondents.

D. Data Collection

In this study, data were obtained from interview processes involving students at the eight semester level of the English Education study program. Data collection procedures are:

a. The researcher compiled several questions for students selected as subjects of this study.

b. Then, researcher conducted live interviews with students and recorded their answers.

c. Through this process, the researcher collected data on students' perceptions of the use of E-portfolios used in language material development.

E. Data Analysis

In this research, researcher was collected data by interviews.

1. Data collection

   The first step in data analysis techniques is data collection. To obtain data in this study, researcher conducted interviews with research subjects to find information

2. Data reduction

   Data Reduction is a crucial step in data analysis conducted by researchers to simplify, categorize, and organize raw data obtained from the field. This process involves a series of steps such as selection, focusing, simplification, and abstraction of data. The main purpose of data reduction is to eliminate irrelevant data, so that the remaining data can be structured and organized systematically.

   Data obtained from interviews is then reduced, where researcher carefully selected data that is most aligned with the research objectives. This makes the remaining data more focused and relevant, facilitating the process of drawing final conclusions that can be verified.

3. Data Display

   At this stage, the researcher creates a structured description of the information to draw conclusions and take action. In this study, the presentation of data is usually done in the form of narrative text. The purpose of using narrative text is to describe previously classified

information about students' perceptions of the use of E-Portfolios used by students in learning language material development. The conclusions are then presented in the form of narrative text, with the data analyzed and described qualitatively.

4. Conclusion

Drawing conclusion is an effort to discover or understand the meaning, patterns, clarity, and cause-and-effect relationships from the obtained data. The importance of the conclusion drawn is to be immediately verified through reviewing and questioning existing records, ensuring a more accurate understanding.

The next step for researcher is to analyze the data deeply and describe it so that the information contained within can be clearly understood in accordance with the predetermined research objectives. To draw conclusions, the researcher determined that if there are more positive responses than negative, the result is considered positive. Conversely, if there are more negative responses than positive, the result is considered negative. However, if the number of positive and negative responses is equal, the result is considered neutral.

CHAPTER IV

FINDINGS AND DISCUSSIONS

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.

A. Findings

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:

1. **Usability**

    a. 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.

    b. 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 link shared.

c. 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.

d. 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 knownledge 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.

2. **Available Features**

a. Display Costumization 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.

b. 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.

c. 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.

3. **Ease of Uploading Assignment**

a. 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.

b. 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.

B. Discussion

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

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

   a. 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.

b. 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.

c. 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.

d.   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.

e.   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

f. 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.

g.   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.

h.   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.

i.   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 flatform is easy to use although sometimes technical problems such as unstable networks arise.

CHAPTER V

CONCLUSION AND SUGESTIONS

A. CONCLUSION

Based on the study conducted through interviews with students, it can be concluded that the use of e-portfolios in Language Material Development learning 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.

B. SUGESTIONS

Based on the conclusions mentioned above, the researcher gives the following suggestions:

1. The students

    Students should learn to use the e-portfolio well, including understanding the available features and improving their skills and knowledge in technology to make effective use of the platform.

2. The Lecturers

    The researcher hopes that lecturers can use the results of this study to integrate the E-portfolio more creatively in teaching, encourage interaction between students through its collaborative features, and provide training to students to make optimal use of this platform in learning.

3. Other Researcher

    The researcher understands that this research has many limitations, and hopes that future researchers can develop and complete this research so that it can become more influential in the future.
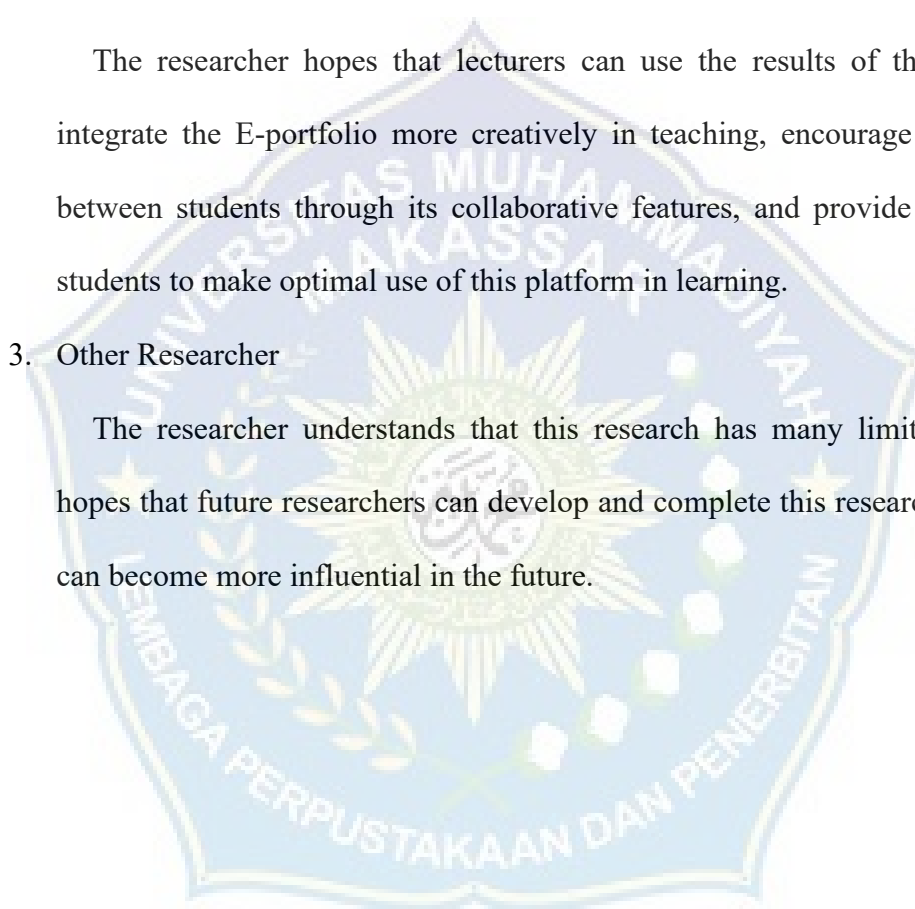
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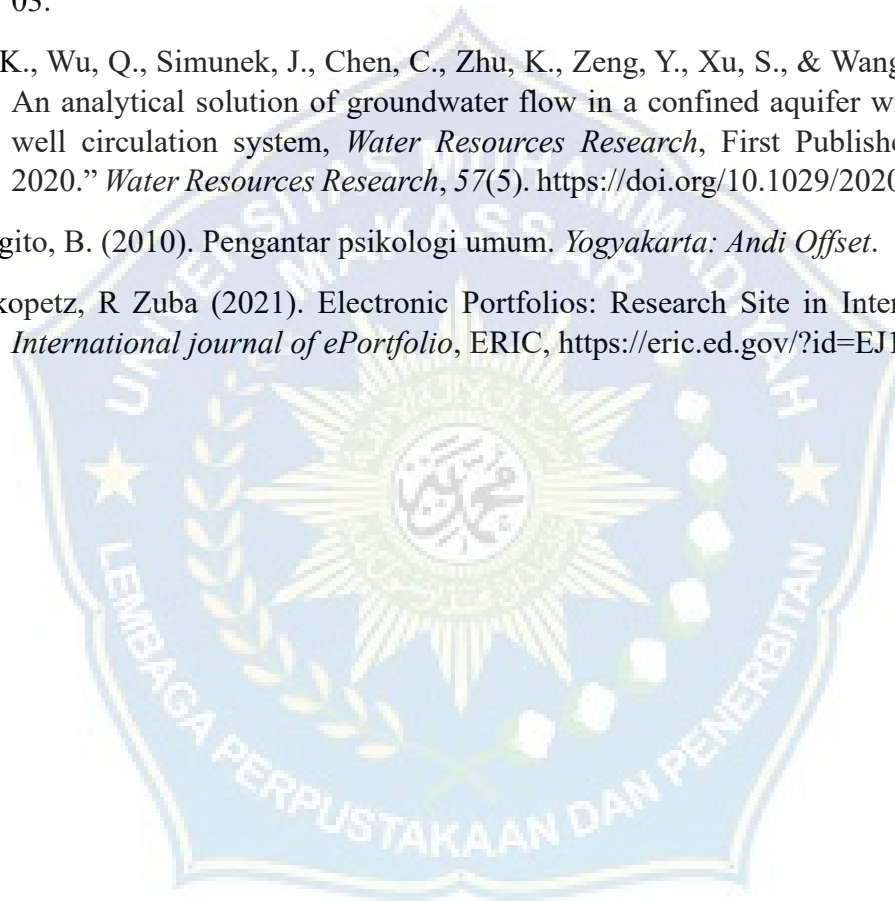
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Appendix 1. Interview Guide for the students

NO	Interview Question Lists
1.	What ease do you feel when learning LMD using site-based E-Portfolio? *(Apa kemudahan yang kamu rasakan ketika belajar LMD dengan menggunakan E-Portfolio berbasis site?)*
2.	What do you think of the available features in the site-based E-Portfolio to help you learn your LMD? *(Apa pendapat kamu tentang fitur – fitur yang tersedia di E- Portofolio berbasis site dalam membantu pembelajaran LMD kamu?)*
3.	What features of the E-Portfolio are the most challenging for you in completing LMD tasks? Why? *(Apa fitur dari E-Portfolio yang paling menantang bagi kamu dalam menyelesaikan tugas LMD? Kenapa?)*
4.	What is your experience in the process of uploading LMD tasks into a site-based e-portfolio? *(Bagaimana pengalaman kamu dalam proses mengunggah tugas LMD ke dalam e-portfolio berbasis site?)*
5.	What challenges do you face when uploading your LMD assignments into the e-portfolio? *(Apa kendala yang kamu hadapi ketika mengunggah tugas LMD kamu kedalam E-Portofolio?)*

(Adaptation from Zuba Prokopetz 2021)

Appendix 2. Transcript interview

Student 1

R : Assalamualaikum

S : Waalaikum salam

R : Before, thank you for being willing to be present today for an interview

S : yes..

R : Before, you can introduce yourself first!

S : introduce my name Selvi from class 8B

R : Okay, for the first question, what convenience do you feel when learning LMD using this site-based e-portfolio?

S : So, the convenience I feel is that we can store important information, or other documents and records, and this site is also easy to access.

R : Easy access, which you think?

S : It is easy to access because this link is simply accessed through just by clicking on the link. So I think it's very easy.

R : Okay, for the next question, what do you think about the features available in the site-based e-Portfolio in helping your LMD learning?

S : In my opinion, this site is quite helpful in the development of student learning because in addition to being able to store learning documents, students can also record and upload important videos In addition, this website also allows students to access additional resources such as Maps, Youtube, and others.

R : Then for the features you mentioned earlier, have you ever accessed them or how?

S : have, because when I was studying LMD I had entered what the name was eeee... Then I have also uploaded a video and it is also quite easy to do In addition to that we can also Upload Link links in it And it is also easy to access The rest to just click on the link and We can access it to just click on the link and we can access it

R : What are the features of e-portopolio that you think are the most challenging in completing this LMD task?

S : Based on my experience, I did not encounter any challenges when uploading assignments to the e-portfolio. The upload process went smoothly without any significant obstacles. Additionally, I feel secure with the technical security aspects

of this site. Although the site is easily accessible, only those with the link can access it. I am confident that this site is safe from unwanted access.

R : next question. What is your experience in the process of uploading LMD tasks Into this site-based portfolio?

S : My experience in the process of uploading LMD assignments into this site-based e-portfolio includes a great experience. The uploading process runs smoothly and efficiently. I find the features provided very helpful and easy, so there are no significant obstacles that I face.

R : What are some examples of large files that you usually upload to your e-portfolio?

S : Example of a large file when uploading a video with a document file – a large file

R : Then the last question is what obstacles do you face when uploading tasks in an e-portfolio?

S : The problem, based on my experience, is that sometimes it takes a long time to upload documents due to poor network conditions. This issue was particularly challenging when I was doing KKN (Community Service Program) in an area with limited network coverage.

R : oke thank you Selvi, assalamualaikum

S : Anytime, Waalaikumsalam
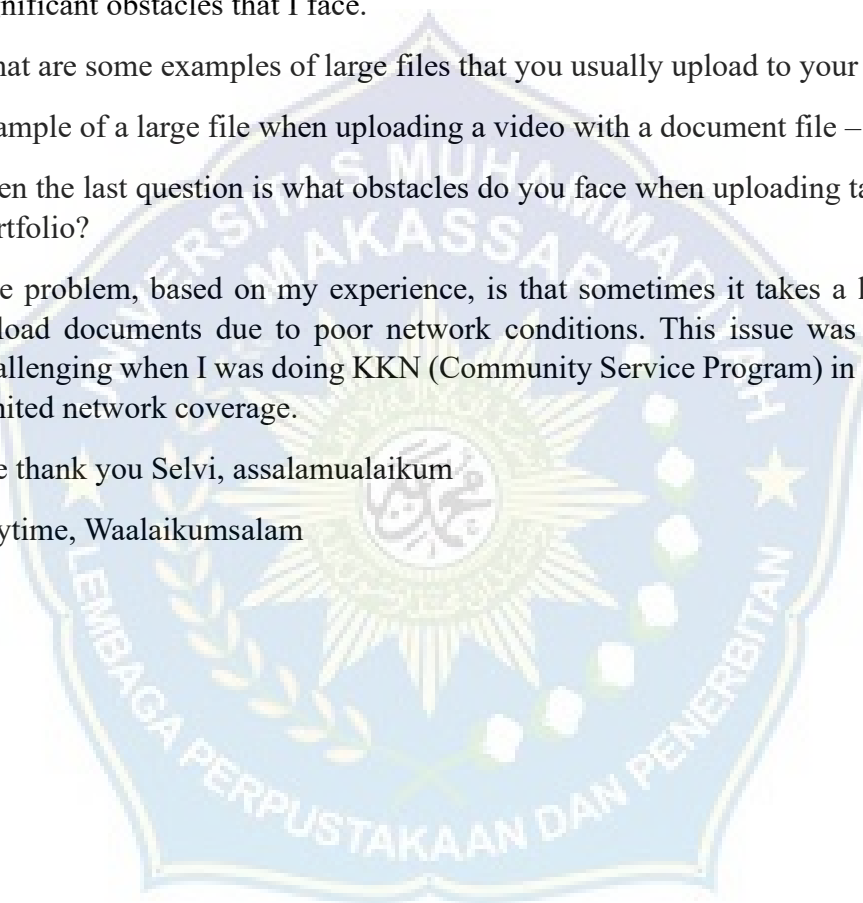
STUDENTS 2

R : Assalamualaikum warahmatullahi wabarakatuh Previously sorry for interrupting the time

S : Waalaikumsalam warahmatullahi wabarakatuh, Yes, it's okay

R : Can you introduce yourself first?

S : My name is Siti Sakinah Marifatullah commonly called Ifa or Sakinah.

R : Okay, let's go straight to the first question. What convenience do you feel when learning LMD using a Google Site-based e-portfolio?

S : If I feel that it may be easier to arrange which part of the material you want to arrange. For example, there is material that has a problem, only the presentation part wants to be reviewed. 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 e-pdf so it can be used as a storage place too, so long it can be used as a storage place too.

R : So all this time you like to keep your tasks there?

S : Yes, because it is more organized.

R : Okay, the next question, what do you think about the available features in the Google Site-based e-portfolio in helping your LMD learning?

S : So it's more about how we give it to the file, so the file is directly access to the link that has been loved, so it's not complicated. Then there are more features that can be customized, so it can be according to what we want, like to make it more pleasing to see.

R : That's all?

S : Yes, that's all.

R : Then, what are the most challenging features of E-Portfolio for you in completing LMD tasks?

S : In what sense is it challenging?

R : It's really hard.

S : The most challenging thing is that there are embedded sections, but there are links that cannot be opened because there is access from certain emails. So usually, for example, if you have a friend, then he also gives you his portfolio, and in the embed there is a link, where only maybe he forgets to set it or how, it can only be him

himself who enters us ourselves even though there is a link there, he shares but there is his own access that he has to give permission. That's a rather difficult feature.

R : Okay. So what is your experience in the process of uploading LMD assignments into the e-Portfolio?

S : What's more, it's more structured because it's an e-portfolio, so we know what we're putting on. For example, this section is definitely an explanation part, the bottom part is like we know better where we put the material, but at the same time, for example, if we want to give people a link to the portfolio section, it turns out that they are also not very confused because it is completely arranged

R : Okay, are there any obstacles faced when uploading LMD assignments to E-Portfolio?

S : So far, that's all the embedded link, which when not given access permission. So far, good. Moreover, the custom parts can be arranged as you like

R : means that the only obstacle is Yes if it is for the internet or large files

S : That's difficult, especially if the lights suddenly go out, continue to control the network. If it's bad, when there is no network, it's bad. Cannot be opened. So it's nice not to bring all the material in physical form. Electronics are better. Physically, there is none, but it is more reachable because I am afraid that if there is material in one of the books physically, the book will be left behind, so it will be complicated. In the backup itself, there is its own backup of the portfolio so it doesn't have to be physical either, that's the only problem

R : okay, thank you Siti Sakina for her free time, assalamualaikum

S : yes, it's okay, Waalaikumsalam warahmatullahi wabarakatuh

STUDENT 3

R : Assalamu'alaikum warahmatullahi wabarakatuh.

S : Waalaikumsalam warahmatullahi wabarakatuh

R : Previously apologized for interrupting his time. Here I would like to interview related to….. E-Portfolio.

R : Let's go straight to the first question, what convenience do you feel when learning LMD using site-based e-Portfolio?

S : Okay, based on my experience, what 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 addition 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. I think that's it.

R : Does it mean that you agree that E-Portopolio is very easy to use and helps in learning this LMD?

S : Yes.

R : The next question, what do you think about the features available in E-Portfolio in helping your LMD learning?

S : 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 LM was in Kan, 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-Portfolio. And that's what I do myself, in addition to editing the book, I also use the features of this e-Portfolio by editing the background to make it more beautiful to look at. I think the features in... E-Portfolio are very interesting.

R : next question. What are the mo"t ch'llenging features of E-portfolio for you in completing this LMD task?

S : Oh, for the most challenging or the one that might be difficult to do... Based on my experience, there is none, because before using this E-Portfolio, I first learned all the features available in the e-Portfolio and how to use it. So it's like there's nothing challenging for me.

R : What features were mentioned earlier? Who are the only edits?

S : Moreover, I somewhat forgot about it. That's all the features that the editing continues to do, the features that can include maps links or YouTube links in the e-portfolio, and those that oppose everything are easy and easy.

R : so it means No challenging features, so it's that easy. Because I was used to editing before, arranging presentations at E- Portfolio.

S : Yes, because if for example it is indeed a layman, basically if for example a layman who has just used an e-Portfolio without being introduced to what this Portfolio is, it must be difficult indeed because it is a bit confusing actually. But if you learn it slowly from the beginning, it will definitely make this e-Portfolio very easy.

R : Okay, the next question is what is your experience in the process of uploading LMD tasks into E-portopolio?

S : If the experience... It's a good experience, because actually, if for example like you want assignments 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 ror my cellphone supports to upload my LMD assignments to Eportfolio.

R : Okay, the last question, are there any obstacles faced when uploading tasks Into Eportfolio?

S : If I have gone this far, if I don't come back as I said earlier because all the things needed to upload my LMD tasks into the e-portfolio are fulfilled, Ji. Except that if for example we ask maybe the obstacles that people may be able to experience, maybe there is the first one, it is like the obstacle is like loading the LMD task into the portfolio and it may not be readable, because of the network, and then the cellphone continues if for example it is also from the LMD task in LMD, the task is like developing a book. Well, if we don't know what the shortcomings of the book we are going to develop are, we will also be prevented if we may upload it because we don't know what our LMD task is. But we are told that this is what we want to develop, and this is what has been developed.

R : Thank you for taking the time

S : Okay, the same.

Student 4

R : Assalamualaikum warahmatullahi wabarakatuh

S : Waalaikumsalam warahmatullahi wabarakatuh

R : Before, thank you for taking the time Can you introduce yourself first?

S : Introduce my name Ismul Inayah Syam from class 8B

R : Okay Ismul, let's go straight to the first question: What convenience do you feel when learning LMD using a site-based e-portfolio?

S : The convenience is, usually the lecturer of the assignment is through the e-portfolio So we just send the link from the e-portfolio Then the lecturer can directly access the link to see the assignment that has been uploaded in the e-portfolio.

R: Usually where is the link shared? Directly to the lecturer?

S : In the group, lecturers directly assess through e-portfolios

R : For the second question, what do you think about the features available in the site-based E-Portfolio in helping your LMD learning?

S : The features if we have learned before through youtube tutorials or taught by friends The features are easy to use because they are almost the same as the powerpoint feature If we want to edit something, type something in the e-portfolio

R : In an e-portfolio, what features are usually used most often?

S : The most frequent feature is uploading tasks, uploading files and typing the tasks in the E-Portfolio.

R : What are the most challenging features of the e-portfolio for you in completing LMD tasks?

S : The features are not challenging, it just depends on the network If for example uploading keeps lagging the network, it is difficult to upload, difficult to re-edit If you have edited, it is usually not saved if the network is not good

R : So none of the e-portfolio features are difficult?

S : No

R : So what is your experience in the process of uploading tasks into an e-portfolio?

S : The process is like when you have entered the e-portfolio screen There must be an plus sign to be pressed to upload the assignment file from the lecturer Just upload

it and continue to give the caption below or above the file There is a caption saying we can type this assignment number 1 or this is this week's assignment.

R : So what was his experience in uploading the assignment?

S : Like that, the experience was like uploading assignments as usual, the most network was a problem

R : So what are the obstacles you face when uploading tasks into an E-Portfolio?

S : That's it, the network

R : Then, for example, if there is a network problem, what is usually done?

S : If there is a problem with the network, it is the most awaited first, if I am personal, I will meet first until it is good Or find the hotspot of the person or find wifi where it is good If maybe someone else, we will take it outside, to the streets If I am, immediately beta hotspot According to experience, that's the only obstacle, the network that is the most That's my problem

R : So those were the Interview questions, once again thank you for your time Ismul, Asslamualaikum

S : You're welcome, waalaikumsalam.
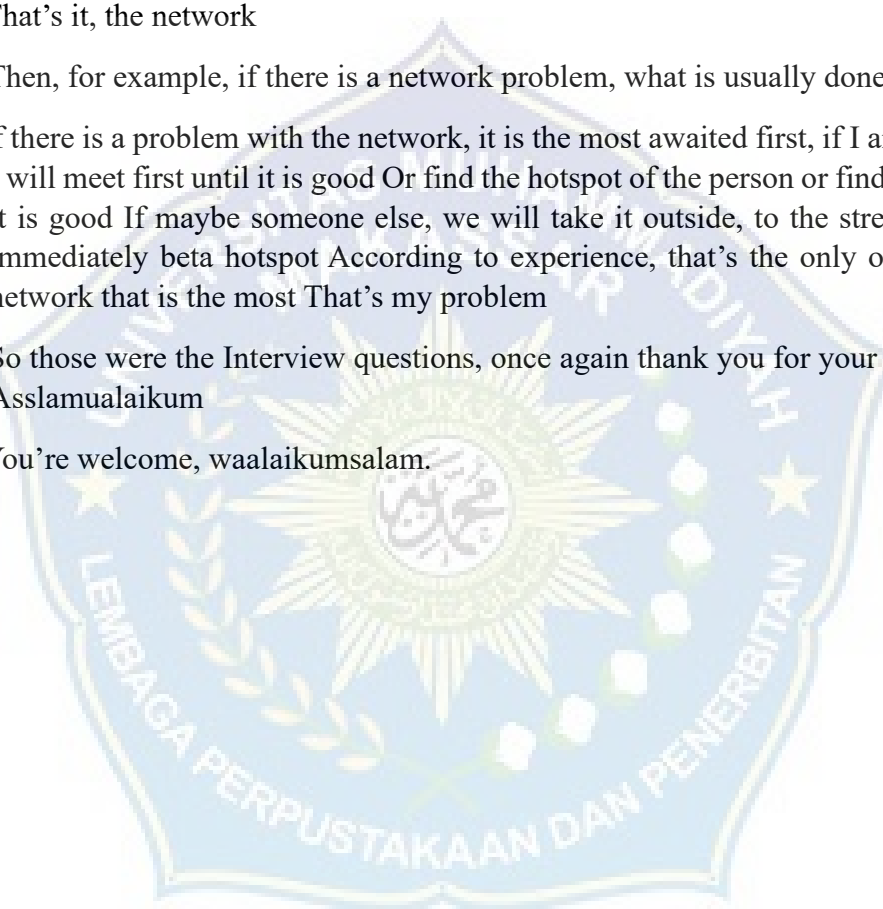
Student 5

R : Assalamualaikum warahmatullahi wabarakatuh

S : Waalaikumsalam warahmatullahi wabarakatuh

R : Thank you for your time beforehand, please introduce yourself in advance!

S : Introduction, my name is Mutiara Rezki Maya, I am a student of the University of Muhammadiyah Makassar majoring in English education

R : Okay, Tiara, let's go straight to the first question: What convenience do you feel when learning LMD using a site-based e-portfolio?

S : The convenience that I feel is enough to bring some influence in the ease of learning, namely because the material that has been prepared has been concise so that it makes it easier for us to learn efficiently And this site-based e-portfolio can also be accessed on mobile phones so that we can learn material anywhere

R : Is that the material, are you the one who summarizes it yourself or from the lecturer who has summarized?

S : For that, it actually depends on us because the e-portfolio is actually the owner of it, it could be us who summarize the material ourselves for our ease of learning, or maybe the lecturer who gives us the material through his e-portfolio.

R : Okay, what do you think about the features available in this site-based e-portfolio in helping your LMD learning?

S : I think the features in this site-based e-portfolio 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-portfolio looks more attractive And second, I like the accessibility of the setting Because with that only we can edit our portfolio effort and the material cannot be taken by others without access permission from us

R : For the feature part of the theme or background, has a background been prepared from this e-portfolio, or do we have to download it first to then use it as a background theme for our e-portfolio?

S : For my experience, there are already many theme features from the effort portfolio itself, making it easier for us to choose it without having to download it.

R : For the third question, What is the most challenging feature of this e-portfolio for you in completing LMD tasks?

S : For that challenging thing, I don't think there is any, because the features of this effort portfolio make it easier for us a lot, such as when we want to upload videos, photos or others, it is very easy for me.

R : Do you often upload videos, then do you make the videos yourself or take them from youtube and then you put them in?

S : For that reason, there are some that I take on youtube I just put in a link and then some I download the video Or there is also something I make the video myself but to upload it to the effort portfolio that I have is quite easy

R : Easy in what sense?

S : I think it's easy because maybe it is also helped by electronic devices such as my laptop, which thank God the internet is adequate.

R : Then for the fourth question, what is your experience in the process of uploading LMD assignments into my based portfolio effort?

S : As I said earlier, my experience in the process of uploading LMD assignments to e-portfolios when I was still a few semesters ago was quite easy. First, because of the features that make it easier for me, and second, my electronic device or laptop is quite adequate and of course we need good internet.

R : Then lastly, what obstacles do you face when uploading your LMD assignments into your effort portfolio?

S : The first obstacle I faced 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.

R : What do you usually do when your internet is in trouble? Do you keep trying to upload or get paused first?

S : What I do is usually pause it because if it's straight for it, sometimes I have to delay a few minutes or maybe hours to upload my assignment And wait for my internet to recover

Appendix 3. Certificate Turnitin

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
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UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar, Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama   : Vera Hidayati

Nim   : 105351105420

Program Studi : Pendidikan Bahasa Inggris

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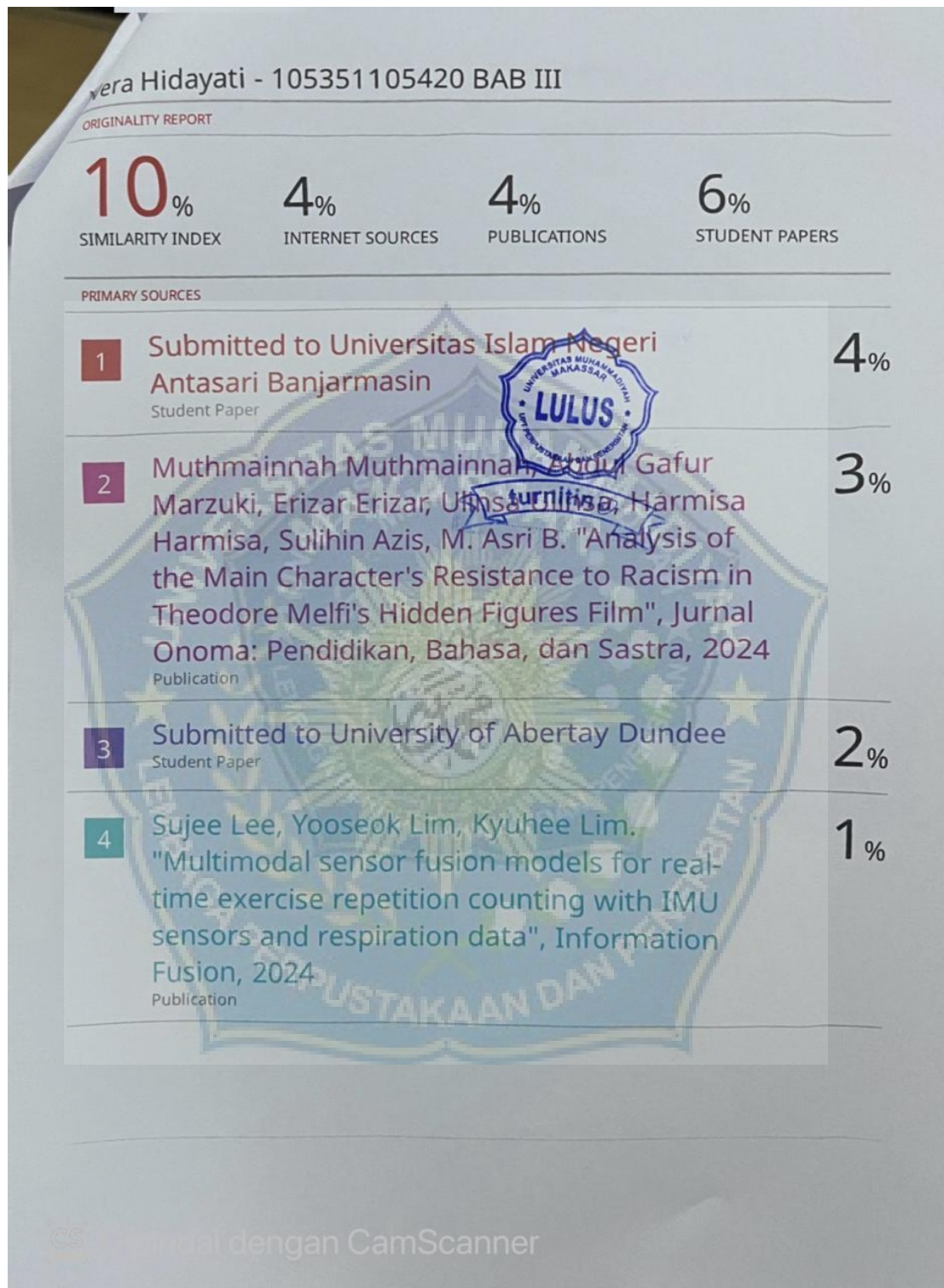*by* Tahap Tutup

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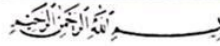Exclude bibliography   Off

Appendix 4. Letter from Faculty

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Nomor : 16474/FKIP/A.4-II/VI/1445/2024
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di -
Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama	:	Vera Hidayati
Stambuk	:	105351105420
Program Studi	:	Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir	:	Ciamis / 27-11-2001
Alamat	:	Jl.daeng tata 1 blok 4E, Parangtambung, Kec.Tamalate, Kota Makassar

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: Students' Perceptions of using E - Portfolio in Learning Language Material Development at Universitas Muhammadiyah Makassar

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 6 Jumadal Ula 1441 H
15 Juni 2024 M

Dekan

Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

Appendix 5. Letter from LP3M

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor : 4495/05/C.4-VIII/VI/1445/2024
Lamp : 1 (satu) Rangkap Proposal
Hal : Permohonan Izin Penelitian

24 June 2024 M
18 Dzulhijjah 1445

Kepada Yth,
Dekan FKIP
Universitas Muhamamdiyah Makassar
di –
   Makassar

السلام عليكم ورحمة الله وبركاته

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 16474/FKIP/A.4-II/VI/1445/2024 tanggal 15 Juni 2024, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama   : VERA HIDAYATI
No. Stambuk : 10535 1105420
Fakultas   : Fakultas Keguruan dan Ilmu Pendidikan
Jurusan   : Pendidikan Bahasa Inggris
Pekerjaan   : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"STUDENTS' PERCEPTIONS OF USING E-PORTFOLIO IN LEARNING LANGUAGE MATERIAL DEVELOPMENT AT UNIVERSITAS MUHAMMADIYAH MAKASSAR"

Yang akan dilaksanakan dari tanggal 25 Juni 2024 s/d 25 Agustus 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

السلام عليكم ورحمة الله وبركاته

Ketua LP3M,

Dr. Moh. Arief Muhsin, M.Pd.
NBM 1127761

06-24

Appendix 6. Research Control

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
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KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : VERA HIDAYATI
NIM : 105351108420
Judul Penelitian : STUDENTS' PERCEPTIONS OF USING E-PORTFOLIO IN LEARNING LANGUAGE MATERIAL DEVELOPMENT AT UNIVERSITAS MUHAMMADIYAH MAKASSAR.
Tanggal Ujian Proposal : JUM'AT 17 MEI 2024
Tempat/Lokasi Penelitian : UNIVERSITAS MUHAMMADIYAH MAKASSAR.

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Selasa / 2 Juli 2024	Wawancara	Dr. Ummi Khaerati Syam, M.Pd.	
2	Rabu / 3 Juli 2024	Wawancara	Dr. Nurdevi Bte Abdul, M.Pd.	
3	Kamis / 4 Juli 2024	Wawancara	Dr. Nurdevi Bte Abdul, M.Pd.	
4	Jum'at / 5 Juli 2024	Wawancara	Dr. Nurdevi Bte Abdul, M.Pd.	
5	Sabtu / 13 Juli 2024	Wawancara	Dr. Nurdevi Bte Abdul, M.Pd.	

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Makassar., 19 Agustus 2023

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Pimpinan/Kepala sekolah/Instansi

..kib, M. Pd., Ph. D.
..060 939

Appendix 7. Certificate of Having Conducted Research

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
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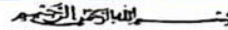
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Nomor : 0281/FKIP/05/A.5-VI/VIII/1446/2024

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa mahasiswa yang tersebut di bawah ini :

Nama	:	**Vera Hidayati**
NIM	:	10535 11054 20
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Keguruan dan Ilmu Pendidikan

Adalah benar-benar telah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan Tahun Akademik 2023/2024 terhitung sejak 25 Juni 2024 s.d 25 Agustus 2024, dalam rangka penyusunan Skripsi dengan judul:

"Students' Perception of Using E-Fortofolio in Learning Language Material Development at Universitas Muhammadiyah Makassar".

Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

14 Shafar 1446 H
Makassar ,--------------------------
19 Agustus 2024 M

Dekan FKIP Unismuh Makassar,

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Letter of Acceptance

Dear Vera Hidayati, Herlina Daddi, & Ariana

Congratulations! The Editorial Team of EduLine: Journal of Education and Learning Innovation, is pleased to inform you that, after the peer-review your paper with entitled:

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

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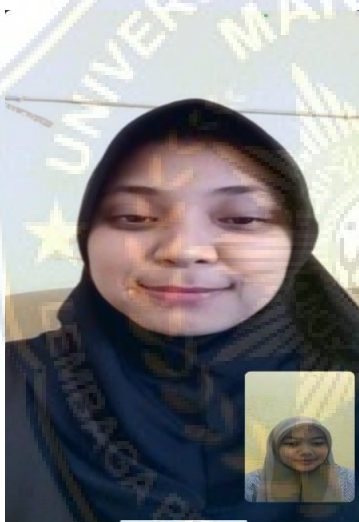
Jakarta, 21 Agustus 2024

Akbar Iskandar, S.Pd., M.Pd., M.Kom.
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Appendix 9. Documentation

CURRICULUM VITAE

Vera Hidayati was born on November 2001th,2001 in Ciamis. She is the second child of the marriage between Asep Lukman Hidayat and Eem. She has two brothers (Irwan Hidayat and Alif Hidayat). She started education at TK Dharmawanita and graduated in 2008. In 2008-2011, she continued her study in Elementary school at SDN 2 Sukagalih and transferred to SDI No.222 Bontoburungeng from 2011-2013. Then she continued her junior high school at SMPN 1 Batang and graduated in 2016. She completed her high school education at SMAN 5 Jeneponto, and graduated in 2019. In 2020, she was accepted in Universitas Muhammadiyah Makassar as a student in the English Education Department, Faculty of Teacher Training and Education.

At the end of her study, blessing of Allah SWT, Prophet Muhammad SAW, and with the prayers of her parents. she was able to complete her thesis in 2024, entitle "*Students' Perceptions of Using E-portfolio in Learning Language Material Development at Universitas Muhammadiyah Makassar.*"