Students' engagement in e-portfolio-based learning of the class of public speaking in the English education study program

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ABSTRACT

A high-impact educational practice, the use of E-Portfolio, has shown its support for students' engagement in learning English. Although E-Portfolios have been widely used in various disciplines around the world, little research has been conducted on their use in Public Speaking courses, particularly in Indonesia. This study aims to investigate the forms of student behavioral engagement in E-Portfolio-based learning in Public Speaking classes. This research utilizes descriptive qualitative methods by using observation, interview, and documentation as data collection methods. This research involved ten fifth-semester students from Ahmad Dahlan University during the odd academic year of 2023/2024. The selection of these students was based on their active participation in the Public Speaking course and their availability and willingness to participate in the study. The data analysis method used in this research includes several stages, namely preparing and organizing research data, reducing data, representing data, and drawing conclusions. The findings of this study are forms of student behavioral involvement, ranging from class attendance, active participation, discussion, and interaction between peers and lecturers. These behaviors suggest that E-Portfolio-based learning not only fosters greater engagement but also enhances the overall educational experience by encouraging consistent participation and meaningful interactions. This implies that integrating digital tools like E-Portfolios in educational settings can be an effective strategy to improve student engagement and learning outcomes.

1. Introduction

Portfolios are one of the tools that can be used in education (Moore, 2019). A portfolio is a comprehensive description of acquired knowledge and skills (Cordie et al., 2019). In the early 1990s, advances in information technology led to the emergence of electronic portfolios, which are often called E-portfolios. This digital version replaces traditional paper-based portfolios and provides a more convenient option for students (Farrelly & Kaplin, 2019).

In today's rapidly evolving educational environment, conventional teaching methods are increasingly being replaced by more interactive and student-centered approaches. A new method that is gaining popularity is e-portfolio-based learning, which is a powerful tool for increasing student

engagement, encouraging reflection, and encouraging skill development. Universities around the world are increasingly using E-portfolios (Lewis, 2017).

One platform that is widely used by students in e-portfolio-based learning activities is Google Sites. Google Sites provides a framework for creating a simple blog or website (Martin, 2017). It also offers cloud-based facilities where users can combine media from other Google services, including Forms, YouTube videos, Docs, YouTube, and Slides (Lai & Jen, 2015). In the educational realm, Google Sites can be used for various things, such as building virtual classrooms, assignments, project collaboration, course content, and so on.

Regarding the use of E-portfolios using Google Sites, Ahmad Dahlan University, majoring in English Education, applied it for the first time in learning during the COVID-19 pandemic in 2021. Learning in the classroom is prohibited because you have to maintain distance, so it must be done online (WhatsApp, zoom, Google Meet, Google Classroom, etc.). It can be said that online learning tends to be monotonous, ineffective, and boring. Therefore, there is a desire to develop online learning that is more effective and enjoyable. In the odd semester of 2021/2022, E-portfolio based online learning has begun which is still ongoing. One of the courses that applies to the E-portfolio is Public Speaking.

In addition, it should be noted that the topic of student engagement in the context of E-portfolios has been a subject of investigation and exploration in both developing and developed countries. Countries such as the United States (Barrett, 2007), Australia (McCowan & Finn 2007), Canada (Medvedeva et al., 2017), and Europe (Todorova-Ruskova, 2021) are among the countries that have adopted and incorporated E-portfolios into their educational practices.

Several relevant studies were found related to this research. First, Mudau and Modise (2022) explored the use of E-portfolios to increase student engagement during the COVID-19 pandemic through a qualitative case study, involving 10 students from an online course at a South African university, demonstrating their effectiveness in online learning. Second, López-Crespo et al. (2022) found a positive correlation between E-portfolio, student self-efficacy, and engagement with a sample of 200 undergraduate students from a Spanish university, using a quantitative approach. Additionally, Modise and Mudau's (2022) systematic review emphasizes the effectiveness of E-portfolios in promoting reflective learning and offering formative assessment opportunities in distance education, providing valuable insights into their role in improving student engagement and learning outcomes in various educational contexts.

Furthermore, regarding student engagement, there is the Student Engagement theory by Fredricks et al. (2002), which includes three main aspects: (a) Behavioral Engagement, which includes observable student behaviors such as consistent class attendance, active participation in discussions and activities, timely submission of assignments, and commitment to completing the course; (b) Emotional Engagement, namely assessing students' feelings and opinions regarding their education, with students who have a strong emotional attachment showing real enthusiasm and curiosity; and (c) Cognitive Engagement, which prioritizes cognitive and intellectual components in the learning process, including active information processing, critical thinking, conceptual analysis, and application of knowledge. This dimension emphasizes the importance of cognitive engagement and dynamic learning in educational endeavors.

In the context of English education, especially in courses such as Public Speaking, student involvement is very important. The Public Speaking course not only demands theoretical understanding but also practical application, self-confidence, and continuous improvement, which can be facilitated effectively through an E-Portfolio. Even though E-Portfolios have been adopted globally in various scientific disciplines, their application in Public Speaking courses has not been widely explored, especially in Indonesia.

Considering the importance of student engagement in achieving educational outcomes, this research aims to explore the forms of student behavioral engagement in E-portfolio based learning in Public Speaking classes in the English Education study program, at Ahmad Dahlan University.

2. Method

The research methodology used in this research is qualitative research with a descriptive approach, which aims to determine the level of participation of students registered in the Ahmad Dahlan University English Language Education Study Program in E-portfolio based learning. The descriptive approach centers on understanding and interpreting events through the participant's perspective.

This research was conducted at Ahmad Dahlan University, Yogyakarta, especially in the Public Speaking class of the English Education Study Program which implemented an E-portfolio. The subjects of this research were ten students in the 2023/2024 Public Speaking class of the English Language Education Department, at Ahmad Dahlan University.

Data collection techniques in this research are through observation, interviews, and documentation. Then, the data analysis method used in this research includes several stages, namely preparing and organizing research data, reducing data, representing data, and drawing conclusions. This study has obtained ethical approval from all study participants. Participants gave consent after receiving a full explanation of the purpose and procedures of the study, thus ensuring the ethical treatment of the participants.

3. Findings and Discussion

Based on the research results, show the background and forms of student engagement in E-portfolio-based learning. The implementation of E-portfolios has started since the even semester of the 2020 academic year to date, in the Public Speaking class. E-portfolios, as a virtual adaptation of paper portfolios, are digital collections of learning artifacts from students (e.g., documents, multimedia projects, speeches, images) and related reflections on learning and growth (Ciesielkiewicz, 2019). According to Yancey (1996) in Bone et al. (2020), technology's ability to create more accessible electronic portfolios containing multimedia and hypertext is viewed by some practitioners with enthusiasm, but there is a realization that we are being shaped in ways that no one fully understands by working in electronic media.

In 2021, Babaee found that the rapid development of technologies such as websites, blogs, Wikipedia, and Facebook has enabled the transformation of portfolios into a new format called multi-device E-Portfolio to ensure effectiveness and efficiency (Babaee, 2012). In the Public Speaking class, in E-portfolio-based learning through Google Sites as a learning support tool, students explore quite varied engagement.

According to Poskitt and Gibbs (2010); and Gunuc and Kuzu (2015), student engagement is the quality and quantity of students' psychological states such as behavioral, emotional, and cognitive reactions to the learning process in class and outside of class to achieve good learning outcomes. In this Public Speaking class, students experience behavioral engagement in E-portfolio-based learning through Google Sites as a tool to support engagement in learning. Google Sites in an educational context serves as a valuable resource, allowing students and educators to post class assignments, digitize modules, and provide instructional content to help students achieve their learning goals (Culajara, 2022).

Based on the results of interviews conducted with Public Speaking class students, there are several forms of behavioral engagement carried out by students attendance in class is diverse, there is a discussion forum where students can discuss among peers the E-portfolio, complete and submit assignments, and fulfill obligations in filling peer assessments which are part of the E-portfolio.

As stated by Jimerson et al. (2003), behavioral engagement leads to participation and direct engagement in academic activities in the classroom such as attendance, participation in learning activities, obeying rules, and doing assignments. This engagement can be defined through three categories, namely compliance with rules, engagement in learning activities (paying attention to lessons, asking questions, and participating in discussions (Fredricks et al., 2002). Behavioral engagement indicates students' active participation in learning (Fredricks et al., 2002).

This research proves that students experience several different forms of behavioral engagement in E-portfolio learning in Public Speaking classes as described as follows:

3.1. Students are exposed to moderate and high rates of attendance at the meetings in the classroom

In line with Fredricks' (2002) theory, behavioral engagement emphasizes students' active participation in classroom activities, which includes physical presence, participation in discussions, and completing assignments. In student engagement in Public Speaking class learning, observation notes and the results of interviews with students provide a clear description of the various levels of attendance and the factors that influence it. From the observations made three times, it is known that student attendance varies and has increased significantly. Then, it was seen that students' attendance was an important indicator of their behavioral engagement from the interviews and observation notes as well. Some students showed high attendance, while some others had moderate attendance due to certain factors.

The students interviewed confirmed that she attended all fourteen class meetings without being absent, showing a strong commitment to the Public Speaking class. She stated that her choice to take this course was driven by personal interest, which helped her stay motivated and present at every session. This shows that personal interest in a course can significantly increase student engagement. Attending class regularly can also encourage socialization in addition to potentially having a positive impact on class performance (Persky et al., 2014; Fjortoft, 2005).

Another student showed almost perfect attendance, despite missing only one meeting due to illness. This student expressed concern that absence could affect her grades, suggesting that academic factors also influence attendance commitment. This suggests that in addition to personal interest, academic pressure is also an important motivator for student engagement in class. Several studies have shown that class attendance has a favorable and significant impact on student engagement, especially in academic achievement (Dey, 2018; Elbilgahy, 2021; Riaz et al., 2022).

However, not all students have a high attendance rate. Some students have moderate or average levels of attendance in class. This lack of behavioral engagement in the form of physical presence is due to several unavoidable factors such as illness. The student interviewed said that she was absent from class twice, due to health reasons and unpreparedness for practical sessions. This absence shows that health factors greatly affect students' ability to attend class.

Suboptimal health can be an obstacle, as poor physical condition will hinder active participation in learning activities. A study by Credé et al. (2010) states that "Class attendance is positively associated with academic achievement," which emphasizes the importance of attendance in the teaching and learning process. Therefore, when students experience health problems, their ability to attend and actively participate will be severely compromised, which in turn may affect their academic performance.

Despite the absences, interviewees emphasized that they still attended other class meetings. This shows their commitment to the course despite occasional health-related obstacles, reflecting a balanced approach to participation where health issues are the main reason for not attending class, rather than a lack of interest or motivation.

Apart from health concerns, personal preparation is also an important factor influencing student attendance and engagement. The student interviewed stated that his unpreparedness for practice caused her absence. This suggests that feeling unprepared or afraid of failing in practical exercises can be a significant barrier to students attending. Unpreparedness can be caused by various reasons, such as lack of time to prepare, lack of understanding of the material, or lack of self-confidence. According to Fredricks et al. (2002), "Student engagement in academic work involves behavioral, emotional, and cognitive engagement." Students' unpreparedness for practical work can have an impact on their attendance in class. Support from lecturers in helping students prepare and build confidence is critical to overcoming these barriers and improving overall student attendance and engagement.

These findings suggest that high levels of attendance are closely related to better academic achievement and overall student satisfaction. This correlation suggests that students who attend class regularly are more likely to be actively engaged in the learning process, leading to a deeper understanding of the material and higher academic achievement. Furthermore, consistent attendance fosters a sense of belonging and socialization among students, which can increase their satisfaction with the educational experience. These insights underscore the importance of encouraging regular attendance through engaging teaching methods and a supportive learning environment.

While E-portfolios can encourage higher physical attendance by allowing students to track their progress and stay connected to the subject matter, they do not guarantee full engagement. The quality of engagement can vary, with some students participating more actively than others. In addition, students who struggle to use digital tools may feel alienated or frustrated, potentially reducing their overall engagement and satisfaction.

The study by López-Crespo et al. (2022) also observed that the use of E-portfolios contributed to high physical attendance in class, similar to the findings in the current study. Both studies suggest that E-portfolios provide students with a platform to regularly monitor and manage their academic progress, thereby fostering a sense of connection to the learning materials and a sense of responsibility for attending classes. This connection and responsibility likely encourage students to attend classes more consistently to fully utilize the resources and opportunities available.

However, there are key differences in the findings of the two studies. While López-Crespo et al. (2022) emphasize the positive impact of E-portfolios on promoting high attendance, they do not discuss cases of moderate attendance or explore the factors that might lead to variations in attendance levels among students. In contrast, the current study delves deeper into these variations, noting that while some students maintained high attendance, others had moderate attendance due to factors such as health issues or lack of preparedness. This exploration of the reasons behind varying attendance levels provides a more nuanced understanding of student engagement, highlighting that while E-portfolios generally encourage attendance, other factors can influence individual student behavior.

3.2. Students participate in creating content, practicing, and submitting assignments through E-portfolio

In the context of E-portfolio-based learning in Public Speaking class, behavioral engagement is realized through various student activities, including creating content, practicing speaking skills, and interacting with lecturers. The utilization of E-portfolios such as Google Sites facilitates these interactions by allowing students to submit assignments, upload practice videos, and even share interactions with lecturers such as asking questions. This is in line with Fredricks et al. (2002) theory of engagement which states that these aspects are very important because they show how actively students are engaged with the lecturer.

Behavioral engagement in E-portfolio-based learning in this Public Speaking class is evidenced by student's active participation in submitting assignments and creating content, as noted by students who explained using E-portfolio for the first time to upload assignments and materials. They uploaded the material that had been discussed that day, uploaded the task of making a mock video according to the material discussed, and even created their script to upload to the E-portfolio and to perform in front of the group. This kind of engagement implies perseverance, effort, and participation in academic activities, which are crucial in learning and indicate higher levels of student achievement.

Furthermore, there is practice from the Public Speaking class. The research of Weismann et al. (2018) stated that several practices for retaining students in public speaking courses highlight the importance of engaging in direct communication, providing feedback, and engaging in communication outside of class. In E-portfolio-based learning, students engage in speaking practice through video imitation, creating verbatim scripts, and performing through videos uploaded to the E-portfolio as well as performing in front of the class.

Previously, students were directed by the lecturer to find three native speaker videos via YouTube, then imitate and practice. Later, students will choose one video to imitate during the exam. This not only shows behavioral engagement but also cognitive engagement, which in the theory of Fredricks et al. (2002) described practice as an intellectual investment in learning, including strategies used to understand complex concepts and integrate new knowledge with existing knowledge.

Lastly, interaction with lecturers. Students with higher perceptions of their abilities are more likely to participate in communicating their ideas to peers and teachers (Abdullah et al., 2012; Böheim et al. 2020; Järvelä et al., 2016; Jurik et al., 2013). Students in the Public Speaking class highlighted an important aspect of behavioral engagement - asking questions related to the material covered that day.

As the students interviewed revealed, for example, the material in Public Speaking on Master of Ceremony (MC) is not only delivered theoretically but also involves questions and answers between students and lecturers. This interaction is an important element that not only deepens students'

understanding of the material but also triggers their activeness in class. The questions asked and answers given by the lecturer are then recorded and entered into the E-portfolio according to the meetings that have been made in it. This process is not just documentation, but also a reflection of the learning interaction that took place.

The interactive nature of E-portfolios encourages meaningful communication between students and lecturers, as well as between students. Through features such as comments and peer assessment, students can participate in constructive discussions regarding the subject matter. This not only enriches their understanding of the topic but also strengthens their ability to think critically and provide useful feedback. These interactions also help build a more collaborative and supportive learning environment, where students feel supported by their learning community.

Furthermore, E-portfolios help in developing other important skills such as self-reflection, digital literacy, and effective communication. With self-reflection, students can identify their strengths and weaknesses and the learning strategies that are most effective for them. The use of digital platforms also improves students' digital literacy, which is an essential skill in today's technological era. Meanwhile, communication skills are developed through assignment presentations and online discussions, which prepare students for communication challenges in the professional world.

Considering these benefits, educational institutions are advised to adopt E-portfolios as a tool to enhance active and participatory learning. This is especially relevant for courses that require a practical and interactive component, such as Public Speaking. Institutions should also ensure adequate technical support and training for lecturers and students to maximize the benefits of E-portfolios. In addition, there needs to be supportive policies and a transparent grading system to encourage the effective use of E-portfolios. Thus, the integration of E-portfolios can contribute to improving the quality of education and students' overall learning experience.

Then, judging from the findings that the researcher described, it focuses on how E-portfolios, specifically Google Sites, are used in Public Speaking classes to foster deep levels of student engagement through various interactive and creative activities. This engagement involved not only the submission of assignments, but also the creation of content such as videos, scripts, and even live practice in front of the class which would be included in the E-portfolio. Students were actively engaged in searching for materials, copying videos from native speakers, and incorporating them into their E-portfolios. These interactions then continued with debriefing sessions which were then documented in the E-portfolio, making the learning process in the Public Speaking classroom more collaborative and reflective.

While the use of an E-Portfolio in learning has many benefits, there are some challenges and limitations that need to be considered. One of the main challenges is technical issues, such as internet connectivity constraints or platform accessibility, which may hinder students' full participation. Reliance on this technology can cause problems if the supporting infrastructure is inadequate.

In addition, there are different levels of digital literacy among students. Some students may have difficulty navigating the platform or using its features effectively, which can affect their engagement and learning outcomes. These challenges point to the need for additional support, such as training and mentoring, to help students overcome technical obstacles and maximize the use of E-Portfolios.

Furthermore, the demand to regularly update and maintain the E-Portfolio could be perceived as an additional burden by some students, which could lead to decreased motivation or engagement. In addition, E-Portfolio-based evaluation may require more time and effort on the part of the instructor to provide constructive feedback, which can be challenging in managing a class with a large number of students. By recognizing and addressing these challenges, educational institutions can better utilize the full potential of E-Portfolios as an effective learning tool.

The study by López-Crespo et al. (2022), titled "Educational E-portfolio: Preliminary Evidence of its Relationship with Self-Efficacy and Student Engagement," primarily examines the impact of E-portfolios on students' self-efficacy and overall engagement from a psychological perspective. Their research focuses on how E-portfolios influence students' beliefs in their capabilities and their general level of engagement with educational content. This study does not delve into the specifics of learning activities or the nature of student interactions with the in-portfolio content, especially regarding specific tools like Google Sites. While López-Crespo et al. (2022) highlights the positive effects of E-portfolios on enhancing students' perceptions of their abilities and engagement levels, they do not

explore how these tools can be practically implemented in classroom settings to facilitate specific educational activities.

In contrast, the current study provides a detailed and practical exploration of how E-portfolios, specifically using Google Sites, can be integrated into classroom activities, with a focus on Public Speaking classes. This study goes beyond general engagement metrics and self-efficacy, offering concrete examples of how E-portfolios can be used to promote active and participatory learning. For instance, it details how students can use these platforms to create and submit assignments, engage in peer assessments, and interact with both peers and instructors. This practical approach offers a more nuanced understanding of how E-portfolios can be utilized to enhance specific educational processes and activities.

The key difference between the two studies lies in their focus: while López-Crespo et al. (2022), examines the psychological impacts of E-portfolios on student engagement and self-efficacy, the current study focuses on the practical applications of E-portfolios in facilitating active learning and participation in specific classroom activities. This detailed focus on the practicalities of implementation provides valuable insights for educators on how to use E-portfolios as a tool to enhance student engagement and learning outcomes. It suggests that while the psychological benefits of E-portfolios are significant, the practical integration of these tools into classroom activities is crucial for maximizing their potential impact on student learning.

3.3. Students engage in discussion forums in the form of an additional platform within the E-portfolio, Google Docs

Fredricks et al. theory (2002) describes behavioral engagement as students' active in academic tasks and discussions. It is also relevant to Wang et al. (2016) statement that behavioral engagement is a behavior that actively involves students in all learning activities that take place in the classroom. In the context of E-portfolio-based learning, students' behavioral engagement is more than just creating content it also includes discussions that are not only discussed directly in class but also engage in discussion forums that are integrated into the E-portfolio through Google Docs. This shows a transition from conventional learning methods to a more collaborative and digital approach.

Based on the interviews conducted, it was revealed what a discussion forum in Google Docs looks like, in which there are 4 tables containing meetings, topics, comments, and responses. The discussion forum on Google Docs is one of the assessment instruments in peer assessment which is a forum for students to conduct discussions in groups. For example, reviewing what a friend wrote on their E-portfolio page. In E-portfolio-based learning, in every meeting, there is always a discussion, be it a review, praise, or even questions related to that day's material.

Students conduct discussions directly in the E-portfolio, where students engage in small group discussions, relating to the material covered, e.g. speeches. These discussions took place directly within the E-portfolio environment through comments in Google Docs, which served as a virtual discussion forum.

Similarly, the students interviewed described the structured nature of the discussions in small groups, where students reviewed and assessed each other's E-portfolios. Some previous studies found that small group peer-to-peer discussions provide better results and more satisfaction in terms of learning experience, provide positive behavior, and also create a good mood (Rahmah et al., 2020).

This process not only leads to collaborative learning but also instills a culture of constructive criticism and mutual support among students. Through Google Docs, they are able to view and review the work of their classmates, which assists each student in improving and enriching their own content.

In the research findings that the researcher described above, Google Docs is used as an innovative integration in E-portfolios to enhance active interaction in discussions in Public Speaking classes. This is very different from the traditional education model by allowing dynamic and real-time discussions and collaborative content editing.

The integration of Google Docs in E-portfolios as a discussion platform not only facilitates dynamic and real-time collaboration but also increases the depth of student understanding and engagement. By engaging in peer assessment and discussion, students develop critical and evaluative thinking skills, which are essential for academic success. The opportunity to discuss and critique each other's work in a structured format allows students to gain diverse perspectives, refine their ideas, and

deepen their understanding of the subject matter. This collaborative approach also encourages accountability and active participation, as students are more likely to engage when they know that their peers will review their contributions.

In addition, the use of digital tools such as Google Docs supports the development of digital literacy skills, which are increasingly important in academic and professional contexts. The ability to effectively use online platforms for communication and collaboration is a valuable skill that extends beyond the classroom.

While the use of E-portfolios and Google Docs has many benefits, it is important to recognize and address the challenges that may arise. One of the main challenges is the different levels of digital skills among students. Some students may lack proficiency in using these technologies, making it difficult to participate fully. Technical issues such as unstable internet connections or difficulties in using the platform can also be a barrier.

In addition, the role of the lecturer in moderating and guiding online discussions is crucial. Without clear guidance, discussions may stray from the topic or become less productive. Therefore, educational institutions need to provide adequate technical support and training for students and lecturers so that they can use these tools effectively.

Institutions also need to continuously evaluate and adjust the platforms used. This is important so that the tools remain relevant and in line with the needs of students and the evolving curriculum. By addressing these challenges, we can maximize the potential of E-portfolios to improve student engagement and academic performance.

In comparison to the study by López-Crespo et al. (2022), titled "Educational E-portfolio: Preliminary Evidence of Its Relationship with Student's Self-efficacy and Engagement," there are notable differences and similarities in focus and findings. While López-Crespo et al. explored the positive impact of E-portfolios on student learning outcomes, particularly in terms of self-efficacy and engagement, their study did not delve into the specifics of how integrated tools like Google Docs can enhance these dynamics. Their research provided a broad perspective on the benefits of E-portfolios in fostering a general sense of student empowerment and engagement but did not examine the detailed processes and tools that can facilitate this engagement.

This study, however, provides a more detailed analysis of how specific tools within E-portfolios, such as Google Docs, can be used to enhance student engagement and learning outcomes. For example, it highlights how Google Docs can be utilized to facilitate real-time collaboration and peer feedback, creating a more interactive and participatory learning environment. This practical application not only increases student engagement by making learning activities more interactive but also improves learning outcomes by allowing students to engage deeply with the material and with their peers.

The comparison between these studies suggests that while both recognize the value of E-portfolios in enhancing student engagement, the current study offers a more specific and practical framework for how these tools can be utilized within educational settings. This focus on the practical implementation of E-portfolios, including the use of specific digital tools, provides actionable insights for educators looking to adopt E-portfolios in a more targeted and effective manner. It demonstrates that beyond general engagement, the use of integrated tools within E-portfolios can significantly enhance the quality of student interactions and the depth of their learning experiences, thus broadening the scope of E-portfolio benefits beyond what was highlighted by López-Crespo et al. (2022).

3.4. Students fulfill their responsibility in completing peer assessments at each meeting

This form of behavioral engagement highlights the importance of student participation in completing peer assessments at each meeting. In this context, peer assessment is a learning strategy that allows students to provide feedback to each other based on previously established criteria. This activity not only helps students in the Public Speaking class to understand the material more deeply but also increases their engagement in the learning process.

The peer assessment used for one student to assess another student's E-portfolio page is in the form of a Google Sheet or Excel. The link is shared via the WhatsApp group, then students will be able to access the link or include it in their E-portfolio. Regarding the Excel description, peer assessment is

divided into four assessments, namely MADR, M is Material, A is Assessment, D is Discussion, and R is Reflection. If students complete each of these 4, they will get 1 point.

These categories are critical in determining how well each student has met the educational objectives of the course. In the grading system, the number '1' indicates that the student has completed the E-portfolio in full according to the four categories in the peer assessment, and 'N/A' is used if the assignment or element cannot be applied. This methodical assessment aims to provide a clear measure of each student's performance and participation.

Based on the results of the interview, peer assessment requires active engagement from each student to ensure that each individual has the opportunity to provide and receive useful feedback. Peer assessment can be used in academic and professional settings as a strategy to increase student engagement in their own learning environment (Ashenafi, 2017).

Students' obligation to complete peer assessments at each meeting is important to maintain the smooth learning process. Thus, the full participation of each student in this activity reflects their commitment to collaborative learning and helping each other in achieving learning goals. As was conveyed through interviews, because peer assessment is mandatory, and must be completed by students, each student must fulfill their obligations or responsibilities until the end of the semester (Final Exam).

In recent research, studies show that student engagement in peer assessment can have a positive impact on academic achievement and the development of evaluative skills. For example, a study by Topping (2018) found that peer assessment can improve students' understanding of learning material and encourage critical reflection on their own performance and that of their peers.

Furthermore, in Public Speaking classes, peer assessment can also broaden students' perspectives by presenting different viewpoints from their peers. In the process of providing feedback, students can learn to see work or performance from a different perspective, which can help them broaden their understanding and develop their analytical skills. Thus, students' duty to complete peer assessment at every meeting not only strengthens their understanding of the material but also enriches their overall learning experience.

The researcher's study on student engagement through peer assessments using Google Sheets embedded in E-portfolios highlights a unique approach to fostering active participation and collaboration among students. This method facilitated dynamic, real-time evaluation of peer work, structured into specific categories such as Materials, Assessment, Discussion, and Reflection. It encouraged transparency and continuous feedback, thus enhancing academic development and increasing student engagement. The process of peer assessment exposed students to diverse perspectives and constructive feedback, which in turn cultivated critical thinking and reflective skills. This engagement promoted a deeper understanding of the material and fostered a sense of responsibility and accountability, potentially leading to higher academic achievement as students internalized and applied the feedback they received.

In contrast, Modise and Mudau (2022) study on the use of E-portfolios in Open Distance and e-learning (ODEL) environments emphasized the general adaptability and accessibility of E-portfolios in enhancing student engagement. Their research focused on the broader aspects of how E-portfolios can support student interaction and continuity in learning but did not delve into the specifics of peer assessment processes or the tools used, such as Google Sheets. Moreover, their study did not specify the particular classes or contexts in which E-portfolios were employed, unlike the detailed exploration provided in the current research.

The specific differences between the studies highlight the current study's focus on practical implementation details and the pedagogical impact of structured peer assessments facilitated through digital tools. While both studies acknowledge the importance of E-portfolios in enhancing engagement, the current study provides a more granular view of the mechanisms by which E-portfolios can be integrated into specific classroom activities to maximize student interaction and learning outcomes. This detailed exploration informs the current study's findings by showcasing how targeted use of E-portfolios and associated digital tools can lead to more effective student engagement and better educational results.

3.5. Students actively participate in every meeting in the completion of assignments

Based on interviews conducted with various sources, it appears that obligation in assignment completion is considered an important form of student engagement. Completing assignments regularly shows students' dedication to the course and their willingness to engage with the learning material systematically. As stated by Slameto (2010, p. 88) in order for students to succeed in their studies, it is necessary to do the task as well as possible. Which here means that completing tasks plays an important role in the engagement of student behavior, especially in E-portfolio-based learning.

This dedication is essential for fostering a conducive learning environment. Judging from the interview results, students utilize the E-portfolio to facilitate assignment completion. They utilize this platform to review previous materials, such as videos and reflections, which assist them in identifying assigned tasks for their skill improvement.

In addition, E-portfolios empower students to become independent learners. They have the right to seek additional references on various other course-related platforms beyond what is provided by the lecturer. This right allows them to deepen their understanding of course topics and better prepare themselves for assignments.

Then, the design of the E-portfolio also plays an important role in motivating students to engage with the course material and complete assignments. Students are attracted to visually appealing designs, which increases their enthusiasm to explore the content. This exploration not only enriches their learning experience but also facilitates the completion of assignments.

The similarity between the findings of this form of student behavioral engagement and the findings of Modise and Mudau's research on "Using E-portfolios for Meaningful Teaching and Learning in Distance Education in Developing Countries: A Systematic Review" is the same focus on student engagement and active engagement in the learning process. Both findings underscore the importance of students taking an active role in their education, both through the use of E-portfolios and through the completion of assignments.

Engagement in completing assignments facilitated by the E-portfolio was positively correlated with academic performance and overall student satisfaction. Routinely completing assignments helps reinforce learning, provides opportunities for feedback, and allows students to demonstrate understanding and mastery of course material. In addition, the E-portfolio provides a structured platform for continuous reflection and self-assessment, which can result in a deeper understanding of the material and better academic outcomes.

Furthermore, students may experience technical issues when using the E-portfolio, such as difficulties uploading files, compatibility issues, or difficulties in navigating the platform. These technical issues can hinder students' ability to complete assignments on time and can cause frustration. Also, not all students have the same level of digital literacy, which may affect their ability to use E-portfolios effectively. Students with lower digital skills may struggle with technical aspects, such as formatting assignments or incorporating multimedia elements, which could affect the quality of their work.

This study emphasizes the role of E-portfolios in enhancing student engagement through task completion, particularly within the context of a Public Speaking class. This research highlights how students actively participate in creating and submitting assignments, practicing speaking skills, and engaging in peer assessments, all facilitated by E-portfolios. In contrast, the study by Modise and Mudau (2022), titled "Using E-portfolios for Meaningful Teaching and Learning in Distance Education in Developing Countries: A Systematic Review," explores the broader application of E-portfolios in fostering meaningful teaching and learning, especially in distance education settings. However, their focus is less on the specifics of task-oriented engagement and more on the general benefits of E-portfolios in promoting overall student engagement and learning outcomes.

One notable difference is the contextual setting of the two studies. The current research is situated within a traditional classroom environment, utilizing E-portfolios to enhance face-to-face and hybrid learning experiences. In contrast, Modise and Mudau focus on distance education, particularly in developing countries, examining the adaptability and accessibility of E-portfolios in these contexts. Methodologically, the current study adopts a qualitative approach, detailing the practical applications of E-portfolios, such as the use of Google Sites, to foster engagement. Meanwhile, Modise and Mudau

([2022](#)) conduct a systematic review, providing a broader synthesis of E-portfolio usage across various educational settings.

This study's specific focus on task completion and detailed engagement activities offers a practical perspective on integrating E-portfolios into classroom activities to enhance student participation. This contrasts with the broader findings of Modise and Mudau, which are applicable to a wide range of educational contexts. The current study's findings suggest a proactive approach to learning, emphasizing the unique aspect of active student participation in task completion.

4. Conclusion

Research into student engagement in E-Portfolio-based learning in Public Speaking classes at Ahmad Dahlan University highlights significant behavioral engagement through a range of student activities. These activities, supported by E-Portfolios such as Google Sites, have facilitated substantial student participation in creating content, submitting assignments, and actively engaging in peer-to-peer discussion and assessment. The study revealed that the integration of E-Portfolios has encouraged students to maintain high levels of attendance, actively participate in creating and submitting digital content, and engage in meaningful peer interactions through peer discussion and assessment. Future research could explore the long-term effects of using E-Portfolios on student learning outcomes across different disciplines. In addition, it would be valuable to investigate the specific features of E-Portfolios that most effectively enhance student engagement and learning. Further research could also examine the challenges students face in adopting digital tools and identify strategies to support students with varying levels of digital literacy. Lastly, exploring the impact of E-Portfolios on other dimensions of student engagement, such as emotional and cognitive engagement, could provide a more comprehensive understanding of its benefits and limitations.

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