# The development of e-portfolio based learning for public speaking in the English education study program, Ahmad Dahlan University: A narrative study

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ABSTRACT

In the field of education, the creation of electronic portfolios as teaching aids has received much attention. This research development was conducted within the framework of teaching public speaking in higher education. This research aims to find out the implementation process, reflection, evaluation, and development of e-portfolio based learning in 2021-2023 from 2021 to 2023. The research employs a qualitative descriptive methodology, using observation, interviews, and document collection as data collection methods. The subjects in this study were lecturers teaching public speaking courses who had taught from 2021 to 2023 and students in public speaking classes from 2021-2023. Using e-portfolios, or digital portfolios, as a teaching tool for public speaking in the classroom is intended to improve e-portfolio-based learning in English Language Education Study Program public speaking classes. It also aims to identify and characterize the meaning and effects related to students and lecturers—further studying ways and advancements. Researchers are hoping to get helpful insight into how e-portfolio-based learning in the Public Speaking class may improve learning, skill development, and evaluation efficiency by conducting research. It may also help in the identification of difficulties and opportunities related to the use of technology in education.

## 1. Introduction

The word "portfolio" has its etymological roots in the Italian language, namely from the term "portafoglio," which refers to a container or folder used for holding loose papers or photographs (Oxford English Dictionary 2006; Lam 2018). In the 1980s, portfolios transformed their use and purpose. Originally conceived as a means of showcasing the finest artistic work to a specific audience, portfolios evolved into an educational tool for recording students' development, methods, skills, and accomplishments over some time (Bone et al., 2020). In the 1990s, portfolios transitioned from physical documents to digital formats, shifting from local networks to the global internet.

There are other terms for an electronic portfolio, such as digital portfolio, online portfolio, web-based portfolio, and e-folio (Scully et al., 2018). These phrases indicate whether the content is stored on a mobile device or a web-based platform. Users can update and modify their e-portfolios through a web-based interface, making them instantaneously accessible to other users (Scully et al., 2018). Various academics have provided different descriptions of e-portfolios. In her detailed description of

an e-portfolio, Barrett (2007) highlights several characteristics, including the use of electronic technology, the ability for users to gather and organize artifacts in many modalities, the display of proof, and hyperconnectivity. A webpage portfolio organized online, usually based on a website or Android, is called an e-portfolio. An e-portfolio can contain files, images, videos, and posters (Aripin & Somantri, 2021).

Digital portfolios, also known as e-portfolios, offer multiple benefits compared to traditional portfolios. These advantages include improved accessibility, effortless duplication and storage, seamless updating, and the ability to incorporate hyperlinks, audio, and video data for a more dynamic display of the content. Moreover, students benefit from enhanced possibilities for reflection as a result of the heightened potential for interconnections among diverse forms of media, standards, and artifacts, as well as an augmented understanding of the utilization of technology applications. E-portfolios are an increasingly prevalent strategy in higher education that facilitates the cultivation of critical thinking and problem-solving abilities among students (Syzdykova et al., 2021).

While e-portfolios have many advantages, there are also some disadvantages to consider. Some of the disadvantages are technical difficulties and accessibility as well as the lack of direct interaction where e-portfolios can reduce the opportunity for direct interaction which is important in public speaking classes. Some students feel burdened as the time and effort requirements to maintain an effective e-portfolio can be a burden for some students. Lecturers need to have specialized skills to effectively integrate e-portfolios in teaching.

There are several relevant studies related to e-portfolio research, especially in developing e-portfolios. First, research conducted by Zhang and Tur (2022) is entitled "Educational E-portfolio Overview: Aspiring for The Future by Building on The Past." This study aimed to conduct a systematic review of existing literature on the use of e-portfolios in education, with a focus on teaching, learning, and assessment. The study aimed to synthesize and analyze the findings from the selected review papers to gain insights into the benefits and constraints of e-portfolios, participants' perceptions, and educational and technological frameworks, and provide implementation recommendations for practitioners and future research. Second, research conducted by Walland and Shaw (2022) is entitled "E-portfolios in Teaching, Learning, and Assessment: Tensions in Theory and Praxis." This study aimed to analyze the challenges and opportunities of e-portfolios in secondary schools and universities, specifically focusing on the tensions in the theory and praxis of e-portfolios. The results of the research are: E-portfolios, for example, may provide chances for revolutionary practices in teaching, learning, and assessment in higher education. Third, research conducted by Muin et al. (2021) is entitled "Students' Perceptions on The Use of E-Portfolio for Learning Assessment." This research aims to determine students' perceptions of the use of e-portfolios for learning in higher education. They were expanded to include: strengthening motivational attitudes and self-efficacy; learning new things; effectively completing English activities; providing favorable impacts for learning; and improving students' English proficiency. The findings are anticipated to encourage stakeholders to explore using an e-portfolio to boost students' learning interest and engagement.

The difference between this research and previous research is this research focuses specifically on the development of e-portfolio-based learning for Public Speaking classes at Ahmad Dahlan University from 2021 to 2023. This provides a specific and in-depth context of how e-portfolios are developed and used in this particular context, which may differ from other studies that are more general or do not focus on Public Speaking. In contrast, the previous studies referenced for this research cover the broader topic of e-portfolios in education, but with a different focus and methodology. This research stands out due to its specific focus on exploring the narrative of e-portfolio development in a specific educational setting, which offers a unique contribution to the wider knowledge of e-portfolio use in education.

An e-portfolio is a tool used to digitally store, organize, and reflect on one's work and achievements. Dr. Helen C. Barrett, an expert in the use of e-portfolios in education, has developed a theory of e-portfolio development that has become the basis for many practitioners and researchers in this field. In 2007, Barrett put forward some basic principles for e-portfolio development, which can be outlined as follows:

1. E-Portfolio Development: Barrett emphasizes that the use of e-portfolios should be a process that evolves. Students and teachers should engage in continuous e-portfolio development, recording their achievements, reflecting on progress, and planning the next steps in learning.
2. Continuous Development: According to Barrett, an e-portfolio is a tool that allows individuals to record their development over time. An e-portfolio focuses not only on the result but also on the journey that led to that achievement. This means that an e-portfolio can be used to record and reflect on an individual's change and growth over time.
3. Multifunctionality: An e-portfolio should be multifunctional, meaning that it can be used for multiple purposes. Barrett argues that e-portfolios can be used to record different types of work and achievements, including academic assignments, work projects, learning experiences, and personal development.
4. Built by the Individual: An e-portfolio should be a product built by the individual, not just an archive compiled by someone else. Individuals should have full control over the content included in their e-portfolio and be able to use it to reflect on their understanding and growth.
5. Reflection: One of the key aspects of an e-portfolio is its ability to facilitate reflection. Barrett emphasizes the importance of including elements of reflection in the e-portfolio, allowing individuals to delve deeper into their experiences and achievements.
6. Understanding of Learning: E-portfolios should help individuals to develop a deeper understanding of what they are learning. Through reflection and organization of content in the e-portfolio, individuals can permeate the learning material and relate it to their experiences.
7. Barrett's theory of e-portfolio development reflects a very individual-centered view and a continuous learning process. The e-portfolio is seen as a tool that can help individuals describe their journey in achieving their goals and personal development. By following these principles, an e-portfolio can be a very useful tool in education and career development.

The usage of e-portfolios in the learning process has not been as developed in Indonesia as it has been in developed nations like the United States (Dahlstrom et al., 2013), Europe (Stefani et al., 2007), and Australia (Hallam et al., 2008). E-portfolio based learning is an educational approach that has not been fully implemented widely in Indonesia, especially in the context of English language education. This is why the researcher is interested to analyze how e-portfolio based learning developed in Indonesia, specifically in the class of public speaking at the English education department. Based on this, the researcher choses the research title as The Development E-Portfolio Based Learning for Public Speaking in The English Education Study Program Universitas Ahmad Dahlan.

## 2. Method

The methodology used for this research is qualitative research with a narrative approach that aims to explore and understand the experience, journey, and development of e-portfolio-based learning in public speaking classes in the Ahmad Dahlan University English Education Study Program through a narrative point of view.

The subjects in this study were lecturers teaching public speaking courses who had taught from 2021 to 2023 and students in public speaking classes from 2021-2023 in the Ahmad Dahlan University English Education study program.

The data collection methods used in this study were interviews and document analysis. In this study, the researcher used two different instruments, namely interview guides and documents. These instruments were then further analyzed to produce results and conclusions relevant to the research problem and objectives. In this study, a data analysis model developed by Miles et al. (2014) was used, which outlines the various steps that can be taken in qualitative research data analysis techniques.

## 3. Findings and Discussion

Electronic portfolios are introduced as the main supporting tool to overcome the limitations of conventional learning and to increase digital interaction. Lecturers use e-portfolios not only as a means of collecting assignments but also as a forum for reflection on learning and more dynamic class interactions

**3.1. Development of e-portfolio based learning in Public Speaking Class**

a.   Initial background in the development of e-portfolio based learning

The use of e-portfolios in education has gained wider attention, especially during the pandemic, when the need for a flexible and efficient approach to learning is crucial. However, as stated by the lecturer who developed e-portfolio-based learning in the public speaking class of Ahmad Dahlan University's English Education Study Programme, e-portfolios are more than just a temporary solution for distance learning. The use of e-portfolios at Ahmad Dahlan University was first developed by a lecturer, Alexander (pseudonym), who taught in the public speaking class in 2021-2023. Alexander was initially assigned to teach the Public Speaking course as part of his duties in the English Education Study Programme. His choice to teach Public Speaking was based on a combination of his work in the program and his experience and competence in public speaking.

The need to integrate e-portfolios into public speaking classes at Ahmad Dahlan University was identified due to the limitations faced during the pandemic, which restricted face-to-face interactions and necessitated online learning. According to Alexander, e-portfolios provide the perfect platform for students to self-reflect and self-assess, which is key in continuous learning. Over time during the pandemic, Alexander realised the limitations of existing online platforms such as Zoom, Google Meet, and Google Classroom, which often led to lost learning due to their lack of interaction capabilities and technical issues such as bad signals and device limitations. This prompted him to look for a solution that could address these issues while increasing student engagement and improving their competency.

b.   Design Development and Implementation on developing e-portfolio based learning

The e-portfolio is designed to complement existing teaching methods without changing them. It is intended to facilitate the documentation and preparation of learning materials, discussion, and reflection, thereby enhancing the teaching and learning experience. According to Alexander, e-portfolios have proven to be a tool that is not only relevant during the pandemic, but also after the pandemic when learning returns to face-to-face mode. The advantage of e-portfolios lies in their flexibility that allows students to upload assignments, share presentation videos, and participate in discussions and assessments, all of which are key components in public speaking courses.

The implementation started with choosing a platform that was familiar and easily accessible to students and faculty. Finally, Google Sites was chosen because it is free, familiar, and easy to use. After conducting a literature review, the lecturer decided to use e-portfolios as a solution to improve the interaction and effectiveness of online learning. He explored several platforms, including Padlet, Mahara, WordPress, Blogspot, and Google Sites. After an in-depth evaluation, Google Sites was chosen as the main platform due to its familiar features for students and lecturers, flexibility, and ease of operation.

The learning process involves creating content related to public speaking skills, such as preparation of teaching materials and speaking practice, which are then uploaded to the e-portfolio. The students are also involved in imitation sessions, where they mimic selected videos to hone their public speaking skills. In e-portfolio-based learning, students are required to enter their personal profiles, course profiles, and learning materials for each meeting. Another important feature is reflection and peer feedback, which shows the focus on self-reflection and peer evaluation as part of the learning process.

c.   Reflection on developing e-portfolio based learning

Alexander described how allowing students to express and create through e-portfolios has resulted in encouraging outputs. Students have not only shown increased IT literacy, but also creativity in designing and managing their content, which exceeded initial expectations. High IT literacy skills and creativity in design are things that teachers are proud of. This shows that the use of an E-Portfolio not only enhances learning but also unearths talents and abilities that may not have been seen before. Alexander also emphasized that the use of e-portfolios has strengthened digital literacy among students, something that is very important in the era of digitalization. The successful implementation of e-portfolios has shown that students can

adapt to new technologies and use them to improve their communication skills, including cooperation, the ability to express opinions and writing skills.

Alexander noted that despite challenges, such as the need for more support from the institution and colleagues, this experience offered valuable opportunities to share best practices and develop new approaches to learning. This reflects a commitment to not only teach but also to continuously learn and adapt in developing learning methods that support both faculty and students in the digital era.

d.  Evaluation of developing e-portfolio based learning

Alexander continues to assess the effectiveness of the e-portfolio through student feedback and research. The continuous improvement of the e-portfolio is based on feedback from students and other faculty members across Indonesia, with which Alexander shares his progress.

The implementation of e-portfolios at Ahmad Dahlan University has faced several challenges, from socialization to technical adaptation. However, through a structured approach and ongoing support, e-portfolios have proven to be a valuable tool in enhancing the interactivity and effectiveness of public speaking learning. It not only enhances students' technical skills but also enriches their learning experience by improving speaking skills, cooperation, and creativity.

Electronic portfolios have proven their relevance even after the pandemic, and provide great benefits to both students and teachers. Students can document and organize their learning activities efficiently, and lecturers can monitor and interact with students' progress effectively.

### 3.2. The development that occurs in e-portfolio-based learning in public speaking classes from 2021-2023

In 2021, Alexander has enhanced the process of providing comments or feedback through the use of Google Forms attached to each assignment in the e-portfolio, so that classmates can provide valuable feedback as the commenting feature is not available on Google Sites. For example, students can comment on the quality of a submitted video presentation. Over time, the use of Google Forms integrated into the e-portfolio on Google Sites became a useful tool for feedback. This function allows students to actively engage in the learning process by giving and receiving feedback on the work presented. On the one hand, according to one of the student, who used e-portfolio in 2021, felt that the use of Google Forms was less efficient, because student have to create a G-Form every time we create content.

The 2022 update saw further refinements in the discussion forum and assessment system, with the introduction of Google Docs for peer evaluation and discussion. Alexander, who developed e-portfolio-based learning, continues to make improvements and developments related to the e-portfolio. In the use of discussion forums using Google Docs, initially, the discussion was allowed to jump around, but now he makes one group no more. Usually, only three people are obliged to comment between them. Intergroup is okay, but it's not mandatory, it's just a plus. Structured feedback sessions allow students to critique each other's presentations and reflect on various aspects of public speaking, such as drafting speeches, mimicking effective speeches, and preparing videos for emcee performances. This step is important in creating a more collaborative and supportive learning environment where students can share experiences, provide constructive criticism, and offer their unique insights.

The use of the 2022 discussion forum in the form of Google Docs became a key focus to gain a deeper understanding of participants' experiences and perceptions of the e-portfolio-based learning process in public speaking classes. In addition, a comprehensive rubric was developed for peer evaluation to ensure a fair and detailed assessment of each student's presentation skills.

In 2023, the peer assessment process was further enhanced by Alexander through the use of Google Sheets. This platform makes it possible to organize and evaluate student participation

and progress. Students maintain an e-portfolio containing their work throughout the semester, which is then assessed based on participation, assignments, and reflections.

Peer assessment plays an important role in supporting e-portfolio-based learning, especially in public speaking classes. According to Alexander, through e-portfolios, students can see the completeness of their documents, as well as conduct peer assessments of their classmates' work. This allows for mutual control and reminders among fellow students so that the lecturer is not the sole judge. Alexander also said in his interview that most students felt that peer assessment was new to them. This suggests that the use of peer assessment has not been fully integrated with their previous learning experiences. Although peer assessment has many benefits, there are some challenges in its implementation. One of them is the uncertainty associated with late submission or grading of peer work. This can cause anxiety or discomfort in students which in turn can affect their learning experience. The assessment process is carried out in stages, following meeting after meeting. This allows students to get regular feedback on their work, which is important for skill development and continuous improvement. Each aspect of the assessment is given a score based on fulfilment of the criteria, and the scores are recapitulated at the end of each meeting, thus facilitating a consolidated final assessment of the entire meeting.

The development and integration of e-portfolios in public speaking classes at Ahmad Dahlan University signaled a significant change in educational methods, primarily driven by the restrictions caused by the pandemic. This digital tool not only addresses the immediate problems associated with distance learning but also builds a foundation for continuous learning and evaluation. E-portfolios, as highlighted by Alexander, are a powerful tool to encourage active student engagement and improve their digital literacy, which is increasingly important in today's world of work.

E-portfolios serve as flexible and adaptable learning tools that complement traditional teaching methods, not replace them. This approach is particularly important as it allows the integration of e-portfolios into existing educational structures without significant disruption. Alexander's strategic use of e-portfolios to fill gaps in the learning process during online and blended learning scenarios demonstrates their usefulness in maintaining educational continuity and quality. This aligns with Barrett's emphasis on e-portfolios as tools that support lifelong learning and adaptability across different learning stages (Barrett, 2007). Barrett discusses the importance of e-portfolios in facilitating a seamless transition in learning environments, which supports the findings that e-portfolios help maintain educational continuity during online and blended learning scenarios.

The widespread implementation of e-portfolios at Ahmad Dahlan University shows its effectiveness as more than a temporary pandemic solution. E-portfolios have become an integral part of the learning environment, facilitating better organization of course materials and student work, which is essential for both face-to-face and distance learning settings. The adaptation of e-portfolios in existing educational frameworks without significant disruption is highlighted, which reflects Lorenzo and Ittelson's (2005) argument that e-portfolios support traditional teaching methods and are flexible enough to integrate smoothly into various educational settings.

Alexander was interested in e-portfolios because he had previously read journals and researched the use of e-portfolios for learning.The choice of Google Sites as a platform for e-portfolios is based on the consideration that the use of platforms such as Zoom, Google Meet, and Google Classroom have disadvantages  in distance learning due to issues like limited integration capabilities, higher dependency on stable internet connections, and challenges in managing and organizing extensive digital content effectively. This reflects careful consideration of accessibility and familiarity, which are critical to the successful adoption of new technologies in education. This decision underscores the importance of easy-to-use technologies in educational settings to ensure that instructors and students can use the tools effectively without constraints in the learning process.

Appropriate training and introduction of e-portfolios to educators and students is crucial, as this determines how well the tool can be utilized within an educational framework. Alexander's initiative to organize detailed training sessions reflects an understanding of the importance of support and guidance in the implementation of new technologies in education.

The introduction of peer assessment within an e-portfolio framework introduces an innovative dimension to learning by fostering an interactive environment where students can engage in constructive criticism and self-assessment. This method not only improves learning outcomes but also builds important skills such as critical thinking and feedback interpretation.

The flexibility of e-portfolios in supporting different types of content, including videos, links, and documents, enriches the learning experience by accommodating diverse learning and teaching styles. This adaptability makes e-portfolios an excellent tool for courses that require various forms of expression, such as public speaking.

Despite these benefits, e-portfolio implementation faces several challenges, including the need for increased institutional support and overcoming initial resistance to change among some educators. Alexander's call for stronger institutional policies to support e-portfolio integration highlights the need for formal structures to encourage and standardize the use of new educational technologies. The discussion points out the challenges such as the need for institutional support and resistance from some educators. This challenge is also noted in the theoretical review where Shroff et al. (2011) discuss the design limitations and the need for institutional support, highlighting the importance of developing robust systems for e-portfolio implementation.

The ongoing evolution of e-portfolio content and methods, such as the inclusion of reflection and peer feedback mechanisms, is critical to keeping the learning process relevant and engaging. This iterative improvement is a core component of Barrett's (2000) stages of e-portfolio development, which emphasize continuous development and reflection to improve learning outcomes. These iterative improvements help keep the approach aligned with educational objectives and student needs.

The successful implementation of e-portfolios in the Public Speaking class of Ahmad Dahlan University's English education program not only improves learning outcomes, but also provides a model that can be adopted by other institutions, both nationally and internationally. Positive feedback from external training sessions indicates the potential for wider adoption and impact of e-portfolios in public speaking and beyond.

Challenges such as technical problems, familiarity with the platform, and integration into existing educational practices remain significant hurdles. However, these can be overcome through ongoing training, improvements to the platform, and increased familiarity over time.

The endurance of e-portfolios post-pandemic highlights their value as a long-term tool for education, not just as a temporary measure during unexpected interruptions such as COVID-19. Its ability to facilitate seamless transitions between different learning environments makes it a key tool in the future educational landscape.

Feedback from students has been overwhelmingly positive, reflecting the effectiveness of e-portfolios in increasing engagement and learning autonomy. This feedback is crucial for continuous customization and improvement in the implementation of e-portfolios. This is supported by Barrett's (2007) focus on e-portfolios facilitating feedback and discussion among students and instructors, enhancing formative assessment and collaborative learning.

The ability of e-portfolios to adapt to various educational environments and their role in improving key competencies such as digital literacy and public speaking skills is critical. E-portfolios not only prepare students for the digital era but also enhance their communicative and analytical skills. This corresponds with the views of O'Keeffe and Donnelly (2013) and Sherman (2006) who state that e-portfolios facilitate student reflection, demonstrate student accomplishment, and evaluate student performance, thereby enhancing engagement and understanding of digital tools.

Continued research and development in the use of e-portfolios will be essential to ensure their relevance and effectiveness in the evolving educational context. Alexander's commitment to ongoing research and adaptation of e-portfolios demonstrates a proactive approach to educational technology.

Overall, the implementation of e-portfolios in the English Education study program at Ahmad Dahlan University offers valuable insight into the potential of digital tools to significantly improve educational outcomes. By meeting both immediate needs and long-term educational goals, e-portfolios represent a forward-thinking component of the modern education system.

The uniqueness of research on the development of e-portfolio-based learning in public speaking classes at Ahmad Dahlan University lies in its innovative and responsive implementation to pandemic conditions, which reflects an in-depth and applicable adaptation of educational technology. In contrast to previous research by Walland and Shaw (2022) which focused more on "Tensions in Theory and Praxis" on the use of e-portfolios in education, research at Ahmad Dahlan University actually shows the practical application of these theories in real contexts and situations. very specific learning. This research not only integrates e-portfolios as tools in public speaking classes, but also adapts and develops new methods such as the use of Google Sites, Google Forms, and Google Docs to increase interaction, feedback, and discussion between students. In addition, this research emphasizes the use of e-portfolios to support long-term learning and digital literacy development, which is very relevant to the current and future needs of education. This shows a shift from mere theory to effective and sustainable practical application, providing a model that can be adopted by other institutions nationally and internationally.

The development of e-portfolio-based learning in public speaking classes in Ahmad Dahlan University's English Education study program from 2021 to 2023 illustrates significant changes in educational methodology, particularly in how technology is utilized to improve learning outcomes. This discussion explores the development of this tool in three key areas: feedback, discussion, and assessment.

In 2021, the introduction of Google Forms for feedback marks an important step in creating a more interactive and collaborative learning environment. While there are limitations of Google Sites in supporting live comments, Google Forms allows students to give and receive feedback efficiently. This not only improves the quality of public speaking performances but also encourages a culture of constructive peer review. The ability to collect and analyze feedback regularly helps students refine their presentations and improve their communication skills. The initial use of Google Forms to provide feedback in 2021 aligns with the theoretical benefits of e-portfolios that provide opportunities for ongoing feedback (Cambridge, 2001). This theory supports the idea that e-portfolios enhance interactions between learners and teachers by shifting the feedback paradigm from occasional to continuous. This theoretical perspective underscores the finding that Google Forms helps facilitate a more efficient feedback mechanism, which is important for refining public speaking skills.

However, student who used e-portfolios in 2021 realized that although effective, the use of Google Forms was somewhat cumbersome, given the need to create multiple forms for various tasks. Feedback from these students is crucial for further improvements, illustrating the importance of user experience in the development of educational technology.

The results of the document analysis related to the use of Google Forms in helping students provide unidirectional feedback are using Google Forms attached to each task in the e-portfolio so that classmates can provide feedback on the assignments that have been made (for example video assignments). The contents of the g-form itself are Name and comments.

The transition in 2022 to Google Docs for discussion forums marks another advancement in the e-portfolio system. Alexander's decision to switch from Google Forms to Google Docs was driven by the need for a more dynamic and fluid discussion platform. Google Docs allows for real-time interaction among students, facilitating more engaging and comprehensive discussions regarding public speaking techniques and performances. The transition to Google Docs for discussion in 2022 reflects Lorenzo and Ittelson's (2005) theoretical assertions about the portability and accessibility of e-portfolios. This move enhances real-time interaction among students, encouraging engaging and comprehensive discussions-a core feature of e-portfolios that supports collaborative learning and formative assessment as highlighted by Barrett (2007), who emphasizes the role of e-portfolios in facilitating feedback and discussion.

The results of the document analysis regarding the use of Google Docs as a discussion forum in 2022 are that the document outlines a series of discussions and exercises involving students in the Public Speaking class, with a focus on developing and reflecting on public speaking skills through creating an e-portfolio. It includes structured feedback sessions where students critique and learn from each other's presentations, reflecting on various aspects of public speaking such as speech structuring, video imitation, and MC video preparation.

Students reported significant benefits from this change. Student E highlighted how immediate feedback on aspects such as lighting or body language in a video presentation could be applied immediately, resulting in noticeable improvements in subsequent performances. This iterative learning process, enabled by Google Docs, significantly enriches the student learning experience.

In addition, the introduction of a detailed peer evaluation rubric in 2022 ensures a fair and thorough assessment of each student's skills. This rubric guides students in providing more targeted and useful feedback, which is important for the development of public speaking skills area where performance nuances can significantly impact effectiveness.

In 2023, the integration of Google Sheets for peer assessment introduced a new dimension to e-portfolio-based learning. The platform allowed for an organized and accessible evaluation of student progress and participation. Alexander's innovative approach to peer assessment was not only about evaluating performance but also about fostering a sense of responsibility among students to assess their peers fairly and constructively. The introduction of detailed peer evaluation rubrics and the use of Google Sheets to organize peer assessment in 2023 are practical implementations of the theoretical advantages of e-portfolios in documentation and long-term learning progress (Batson, 2002). These tools not only organize the evaluation process but also generate a sense of responsibility among students, reflecting the theoretical idea that e-portfolios enable a holistic view of student development and enhance the learning experience by actively involving students in the assessment process (Barrett, 2010).

The results of document analysis related to the use of Google Sheets as a discussion forum are: There are columns for Sequence Number (NO), NIM (Student Identification Number), Name (NAME), and Google Site URL. The identity on the Google Sites Cover contains details such as name, NIM, university, study programme, course, and lecturer. Activities and Grades, This document also contains columns for various meetings and assignments related to the class, including grading for each activity. Final Assessment, there are columns for final grade, assessor, total grade, and final e-portfolio grade.

The peer assessment process encourages students to be both assessors and learners, developing a deeper understanding of the elements of public speaking by evaluating others. This dual role helps students recognize their strengths and areas for improvement, as expressed by Student F, who detailed the structured assessment process using Google Sheets.

Despite the advantages, there were challenges such as concerns over peer evaluation and the logistics of administering the assessment. Alexander's efforts to educate students on the benefits and procedures of peer assessment were crucial in reducing these problems. This highlights the need for adaptation and support in the implementation of new educational technologies. The systematic approach to peer assessment and continuous improvement based on feedback reflects Barrett's (2000) stages of e-portfolio development, which advocate reflection and continuous development. This theoretical framework supports the ongoing improvements in the use of e-portfolios at Ahmad Dahlan University, emphasizing that successful integration of educational technology requires adaptability to student needs and technological advances.

A systematic approach to peer assessment, with detailed criteria ranging from self-identity to course content, ensures a comprehensive evaluation of student work. This methodical assessment is essential in maintaining academic rigour and integrity in the e-portfolio system.

Overall, the development of e-portfolio-based learning from 2021 to 2023 at Ahmad Dahlan University demonstrates the dynamic nature of educational technology integration. Each year brings refinements and innovations that respond to student feedback and technological advances, improving the experience and outcomes of learning in the public speaking class.

These developments reflect a broader trend in education towards more personalized and technology-enabled learning environments. It underscores the importance of continuous improvement and adaptability in educational practice to meet the changing needs of students and the technological landscape. As e-portfolios continue to evolve, they will play an increasingly important role in the educational environment, shaping how subjects such as public speaking are taught and learned in higher education.

The development of e-portfolio-based learning in public speaking classes at Ahmad Dahlan University from 2021 to 2023 shows unique characteristics compared to previous research by Zhang and Tur (2022). This discussion specifically highlights the very dynamic adaptation and integration of e-portfolio technology in meeting educational needs during the pandemic and beyond. Uniquely, this research involves the gradual use of Google platforms such as Forms, Docs, and Sheets to support feedback, discussion, and assessment, which shows an innovation in educational technology applications that is responsive to student input and needs in real time. This approach reflects a shift from theory to highly applicable practice, where e-portfolios are used not only as documentation tools but also as interactive platforms for collaborative and reflective teaching and learning. This differs from Zhang and Tur's more general and conceptual research on the future vision of e-portfolios without a specific focus on the implementation of a particular technology in a highly defined context such as learning public speaking skills.

## 4. Conclusion

The development of e-portfolio-based learning in public speaking classes at Ahmad Dahlan University has shown significant progress. Initially introduced as a response to the limitations caused by the COVID-19 pandemic, the e-portfolio system has evolved into a sustainable and effective educational tool. The integration of e-portfolios has facilitated a more flexible and interactive learning environment, allowing students to comprehensively document and reflect on their learning journey. This approach not only enhances students' public speaking skills but also fosters critical thinking and digital literacy, which are essential competencies in the modern educational landscape. The transition from traditional methods to e-portfolios has shown that digital tools can complement and enrich conventional learning experiences by providing a platform for continuous improvement and reflection.

The use of platforms such as Google Sites, Google Docs, and Google Sheets has played an important role in this development. Google Sites has provided an easy-to-access and use platform for students to create and manage their e-portfolios, while Google Docs has facilitated collaborative learning through structured feedback sessions and Google Sheets allows students to engage in peer assessment, fostering a supportive learning community where they can give and receive constructive feedback. The development of e-portfolios in 2021 to 2023, including the introduction of peer assessment and more structured guidelines, further enhances the quality of learning and student engagement. This continued development and adaptation of e-portfolios highlights the importance of integrating technology in education to respond to the needs and contemporary challenges, ensuring that students and educators can maximize their learning potential.

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