

**DEVELOPING PADLET-BASED HYBRID E-PORTFOLIO
ASSESSMENT INSTRUMENTS FOR ADVANCING
STUDENTS' ACHIEVEMENT, SELF-DIRECTED LEARNING,
AND ENGAGEMENT IN HIGHER EDUCATION'S
ADVANCED WRITING COURSE**



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**The current Dissertation has been authored to fulfill the requirements
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DISSERTATION SUMMARY

Introduction

This research focused on the development of Padlet-Based Hybrid E-Portfolio Assessment Instruments for the Advanced Writing course in a virtual learning environment. The aim was to address the challenges faced by students in terms of time management, feedback, and engagement, and to enhance their academic achievement and self-directed learning. The integration of technology, particularly e-portfolios, was seen as a promising solution to promote student-centered learning and collaboration.

The Advanced Writing course played a vital role in developing students' academic writing skills, and there was a need to provide adequate opportunities for students to practice and improve their writing competence. The use of technology-based e-portfolios had gained importance in teacher education programs, empowering students to take an active role in their education. The integration of e-portfolios shifted the learning experience from an instructor-centered approach to a more student-centered one, fostering creativity, critical thinking, communication, and collaboration.

The main theories referenced in this research included the concept of self-directed learning, which emphasized students' ability to analyze their progress and take control of their learning journey. The theory of engagement highlighted the importance of active participation and motivation in the learning process. The use of Padlet, a versatile technology tool, was supported by research that demonstrated its effectiveness in enhancing students' engagement, critical thinking, and problem-solving abilities.

The objective of this study was to establish a connection between conventional assessment methods and the requirements of students in a virtual learning setting by creating assessment tools utilizing Padlet, resulting in a Hybrid E-Portfolio system.

Research Method

In this design and development research study, the primary objective was to create a product, namely the Padlet-Based Hybrid E-Portfolio Assessment Instruments, and evaluate its impact in the context of an Advanced Writing course. To gather comprehensive data, a variety of instruments were employed, including questionnaires, document analysis, interviews, and tests. These instruments facilitated the collection of information on needs assessment, teaching and learning practices, as well as the effectiveness of the product.

The collected data were subjected to statistical analysis, which involved conducting the normality distribution test, homogeneity test, and independent sample t-test. The study took place at Universitas Hindu Negeri I Gusti Bagus Sugriwa Denpasar, involving fourth-semester undergraduate students. By focusing on this specific group, the research aimed to evaluate the impact of the Padlet-Based Hybrid E-Portfolio Assessment Instruments on multiple dimensions, including students' academic achievement, self-directed learning, and student engagement in the Advanced Writing course.

Research Findings

Research findings in this study reveal the positive impacts of implementing Padlet-Based Hybrid E-Portfolio Assessment Instruments in higher education's Advanced Writing Course. The use of these instruments significantly enhanced students' academic achievement, as evidenced by notable improvements in test scores. This demonstrates the effectiveness of the Padlet-Based Hybrid E-Portfolio Assessment Instruments in boosting students' performance in higher education settings.

Furthermore, the study sheds light on the role of these instruments in fostering self-directed learning among students. While students demonstrated strong self-directed learning capabilities, areas requiring additional support were identified, such as planning, self-instruction, and help-seeking. This highlights the importance of instructors providing resources, scaffolding, and guidance to promote independent learning and effective resource utilization, while also offering assistance to students who may need it.

Additionally, the research underscores the increase in student engagement facilitated by the Padlet-Based Hybrid E-Portfolio Assessment Instruments. The interactive nature of the Padlet platform, combined with the Hybrid E-Portfolio Assessment Instruments, created a collaborative learning environment that encouraged active participation, peer feedback, and student-centered learning. This resulted in high levels of behavioral, emotional, and cognitive engagement among students.

In conclusion, the findings of this study demonstrate the significant benefits and effectiveness of Padlet-Based Hybrid E-Portfolio Assessment Instruments in higher education's Advanced Writing Course. These instruments enhance students' academic achievement, foster self-directed learning, and increase student engagement. Instructors play a critical role in providing ongoing support and guidance to students throughout the e-portfolio assessment process.

Based on these research findings, several suggestions are recommended. Institutions and instructors should consider integrating Padlet-Based Hybrid E-Portfolio Assessment Instruments into relevant courses to enhance students' learning experience. Instructors should receive training and professional development to effectively implement these tools and support students' self-directed learning.




Personalization of e-portfolio assessments based on students' interests, learning styles, and goals is essential to increase engagement and ownership of the learning process. Instructors should offer ongoing support and guidance to students, while also ensuring the use of a modern and intuitive e-portfolio system with features that facilitate navigation, organization, and presentation of student work.

Encouraging collaborative learning and peer feedback within the e-portfolio assessment process promotes critical thinking and a sense of community among students. Regular evaluation of the effectiveness of these instruments, along with sharing successful implementations and best practices with other instructors and institutions, is recommended to advance teaching and learning practices collectively.

**OPEN DOCTORAL DISSERTATION EXAMINATION
APPROVAL FORM**

**APPROVAL OF OPEN DOCTORAL DISSERTATION EXAMINATION
BY THE PROMOTOR/CO-PROMOTOR**

**This document signifies the formal endorsement provided by the
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APPROVAL SHEET

The Dissertation authored by I Putu Andre Suhardiana has been defended in front of the examination committee and accepted as one of the requirements to obtain a Doctorate degree in Education within the Postgraduate Language Education Program at Universitas Pendidikan Ganesha.
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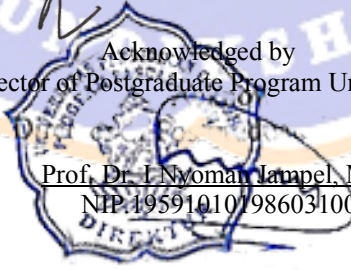


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STATUTORY DECLARATION

I, undersigned, solemnly declare and affirm that the Doctoral Dissertation submitted to satisfy the requisite academic parameters for the attainment of the Doctoral degree, within the aegis of the Postgraduate Program at Universitas Pendidikan Ganesha, is exclusively an embodiment of my original research work.

In adherence to the rigorous standards, principles, and ethical tenets of academic and scientific writing, I have taken stringent measures to meticulously and unambiguously reference all aspects of this Dissertation that incorporate, refer to, or build upon the intellectual contributions of others. Every source has been appropriately acknowledged, and no part of this work seeks to misrepresent others' work as my own.

I hereby acknowledge and understand the grave implications of academic misconduct. I fully comprehend that the discovery of any degree of plagiarism or non-originality, in part or entirety of this Dissertation in the future, could precipitate serious consequences. Such consequences could extend to the annulment of my Doctoral degree, in addition to any other sanctions or punitive actions that may be decreed in compliance with the extant laws and institutional regulations.

This declaration is made in recognition of my understanding and acceptance of the academic responsibilities that underpin the process of scientific and scholarly enquiry, and the respect for intellectual property rights that it necessitates.

Singaraja, May 19th 2023



I Putu Andre Suhardiana

PREFACE

This work is submitted in deep gratitude and adoration to God, the Almighty, Ida Sang Hyang Widhi Wasa, in recognition of the limitless blessings, wisdom, and opportunities that have been granted. These divine endowments facilitated the completion and submission of this dissertation, titled “Developing Padlet-Based Hybrid E-Portfolio Assessment Instruments for Advancing Students’ Achievement, Self-Directed Learning, and Engagement in Higher Education’s Advanced Writing Course”. This milestone, which is a prerequisite for the conferment of a Doctoral Degree in Language Education, could only have been accomplished through His merciful grace and benevolence.

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In conclusion, it is my earnest hope that the findings of this dissertation will contribute to and spark change within the educational landscape, particularly in the advancement of English Language Education. While recognizing that there is room for improvement in this work, I warmly invite critiques and feedback to further refine the quality and impact of this dissertation.

Singaraja, May 19th 2023

I Putu Andre Suhardiana

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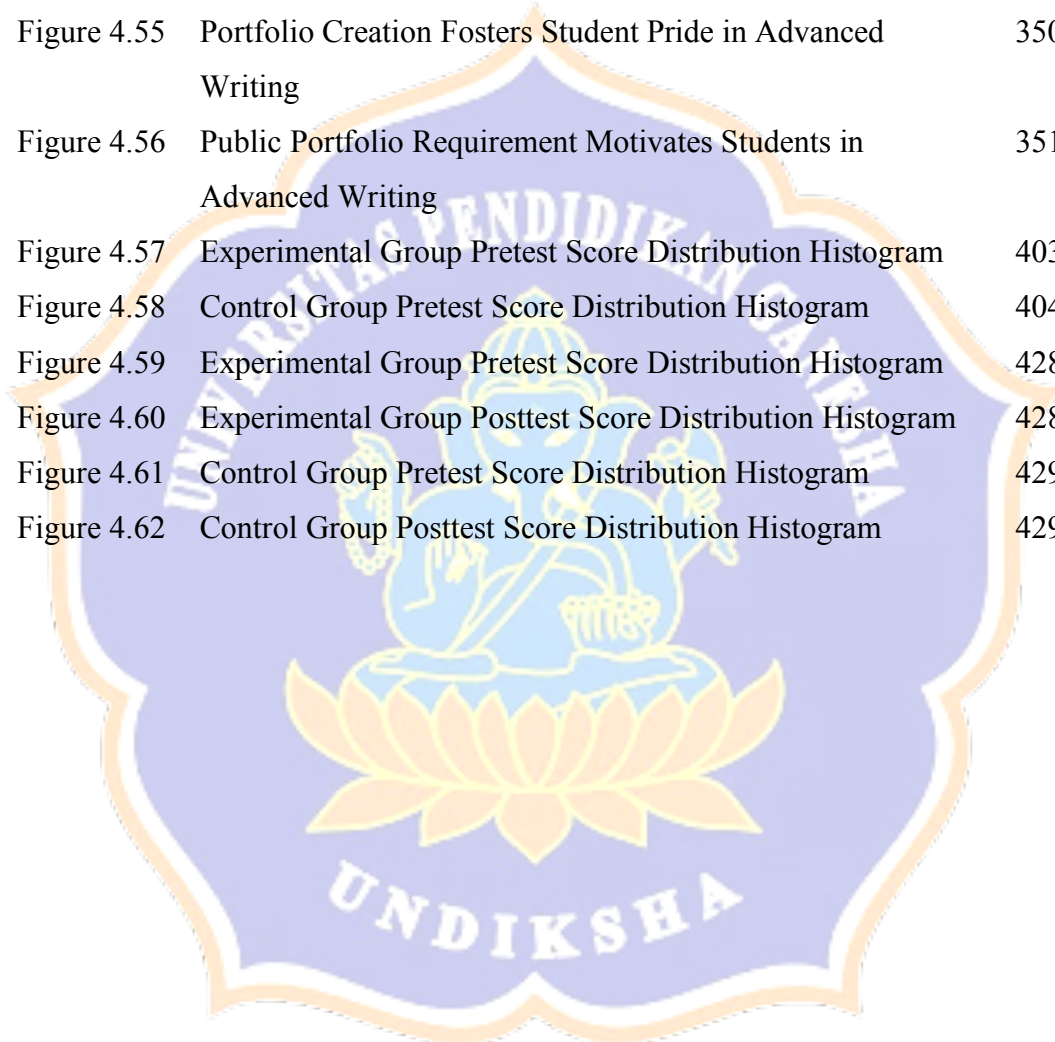


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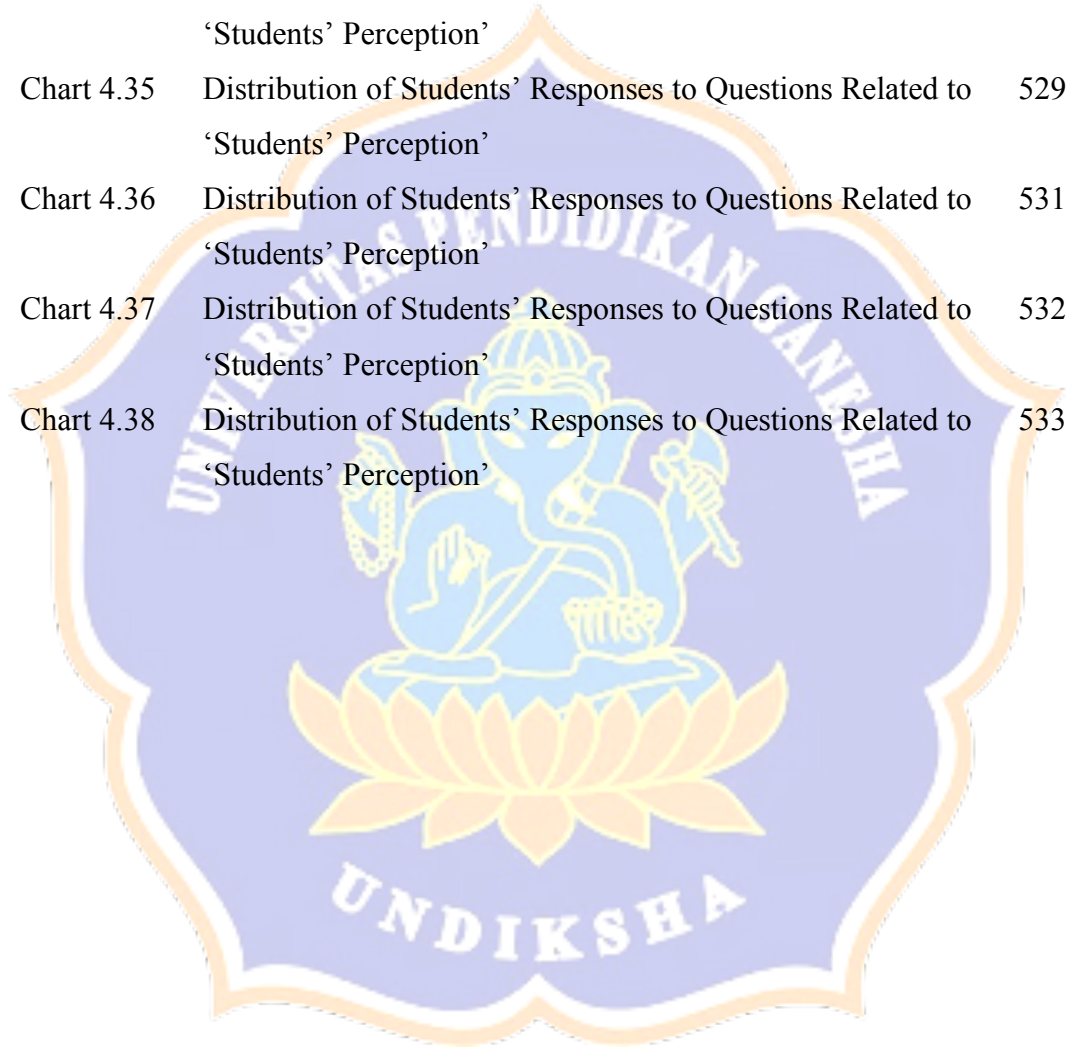
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