# Strengthening Discipline Character and Student Learning Outcomes through Implementation of Portfolio Assignments in E-Learning

Edy Herianto
Program Studi PPKN Jurusan PIPS
FKIP Universitas Mataram

| INFO ARTIKEL | ABSTRAK |
|---|---|
| | **Abstract:** Discipline character cannot be realized without continuous habituation. In portfolio assignment-based e-learning, students can practice habituation. If the habituation of discipline is continuously carried out through the portfolio lever, students will get a strengthening of the character of discipline and optimal learning outcomes. By using qualitative research type phenomenology on 42 students in the PIPPKn course, this research aims to answer how to implement e-learning based on portfolio assignments that have an impact on strengthening the character of discipline and student learning outcomes? Data were obtained through observations, interviews, questionnaires, and tests. Data analysis was carried out qualitatively with descriptive percentages. The results show that portfolio assignments can familiarize students with discipline in completing assignments. This habit has an impact on the acquisition of significant positive learning outcomes.<br><br>**Abstrak:** Karakter disiplin tidak dapat terwujud tanpa pembiasaan yang terus menerus. Dalam e-learning berbasis tugas portofolio, siswa dapat mempraktekkan pembiasaan. Jika pembiasaan disiplin terus dilakukan melalui pengungkit portofolio, siswa akan mendapatkan penguatan karakter disiplin dan hasil belajar yang optimal. Dengan menggunakan jenis penelitian kualitatif fenomenologi pada 42 mahasiswa mata kuliah PIPPKn, penelitian ini bertujuan untuk menjawab bagaimana penerapan e-learning berbasis tugas portofolio yang berdampak pada penguatan karakter disiplin dan hasil belajar mahasiswa? Data diperoleh melalui observasi, wawancara, angket, dan tes. Analisis data dilakukan secara kualitatif dengan deskriptif persentase. Hasil penelitian menunjukkan bahwa penugasan portofolio dapat membiasakan siswa disiplin dalam menyelesaikan tugas. Kebiasaan ini berdampak pada perolehan hasil belajar positif yang signifikan. |

**Alamat Korespondensi:**

Edy Herianto
Program Studi PPKN Jurusan PIPS
FKIP Universitas Mataram
Jl. Majapahit No 62 Mataram
E-mail: edy.herianto@unram.ac.id

Currently, e-learning is a necessity, especially during the COVID-19 pandemic. The threat of the COVID-19 virus, which threatens human health and safety, forces it to slow its spread. The impact is a drastic change in learning, which was initially face-to-face (offline) to become indirect (online). E-learning is online learning, where learning actors carry out their activities indirectly. At the higher education level, lecturers and students usually organize learning using various learning platforms. Variations in the use of the learning platform are following each party's needs who organize the learning.

As a new culture in learning that is carried out simultaneously, e-learning has advantages and disadvantages (Imran, 2020). For those accustomed to conducting online learning, e-learning is not something that causes problems (Kusumandari, 2013). However, this is different from those who feel unfamiliar with the new habit of online learning. The change in learning that originally ran face-to-face and then turned indirectly online requires various things that are not typically done before (Mapundu & Musara, 2019). This change in unusual behavior then gives a negative impression to certain parties (Mustofa et al., 2020).

For certain parties, the practice of e-learning raises several new problems that are crucial for education, especially the character of discipline (Sarah & Rani, 2020). A lecturer cannot easily find the correct pattern to determine whether the student's work is their original work or the result of plagiarism. During communication between lecturer and students in closed video virtual classes, a lecturer cannot confirm whether the students attending the learning are real people or have been replaced by other people

using the same account (Wardani et al., 2019). Students' delays in submitting learning assignments due to the difficulty of the internet network or signal interference have become a justification for some students (Syzdykova et al., 2021), even though it could be a fact that these students did not meet the deadline for collecting assignments due to the reason they were not disciplined in managing time.

Complaints felt by a lecturer on the implementation of e-learning, it seems, need to be studied. Moreover, it happens in a higher education environment that manages to learn, with the result being teacher candidates. Discipline character is the hallmark of teachers who, later when conducting learning, become the primary role models for students in every academic unit. Learning in higher education should be a vehicle for students to practice developing disciplined behavior. It has been realized that learning cannot simply produce a disciplined character without continuous habituation (Destiyanti & Setiana, 2020). As emphasized by (Istiharoh & Indartono, 2019), portfolio assignments are a vehicle for students to practice discipline in learning, which ultimately impacts the acquisition of learning outcomes.

The essence of portfolio assignment is the habituation for someone to do something repeatedly (Ichsan et al., 2017). The things he does can be monotonous or varied. The main strength of the portfolio lies in the continuous cashing of activities, both planned regularly and incidentally (Kuripta et al., 2019). The existence of complaints felt by lecturers about the character of student discipline can be overcome through continuous habituation of disciplinary behavior (Alexandrovna & Valerievna, 2019). The use of portfolios in e-learning is a vehicle for developing the disciplined behavior of prospective teacher students in teacher higher education (Chostelidou & Manoli, 2020). Through portfolio assignments, students have regular and incidental opportunities to develop themselves in strengthening disciplined behavior. Important issues that need to be studied are the following issues:

1. How to design courses based on portfolio assignments as a vehicle for developing disciplined behavior?
2. How to realize disciplined behavior through the implementation of portfolio assignments in e-learning?
3. What is the impact of portfolio assignment-based e-learning on student discipline behavior and learning outcomes?
4. What policies can be suggested as a follow-up to the findings of this study?

Learning in a course is a vehicle for the character development of prospective graduates who have specific competencies (Ciesielkiewicz, 2019). As a vehicle for character development, the figure of a course must be designed, implemented, and evaluated comprehensively and consistently (Edy et al., 2019). Comprehensive means that all competencies of prospective graduates must have abilities in cognitive, affective, and psychomotor aspects (Fang, 2020). Consistently means that the content of planning, implementation, and evaluation must be aligned to achieve the same goals and produce something according to the design (Guo, 2018).

To obtain the character of a course, it must refer to the provisions on the graduate learning outcomes. In the Program Studi PPKn PIPS, FKIP Universitas Mataram, teacher candidates, and other relevant professions must have an essential character, namely discipline. Discipline is the core character of graduates from study programs who will become examples for partners and students in every education unit. Efforts to realize this hope need to be firmly established since the initial development of the primary mission of the course.

The subject of Innovative Learning Development in Pancasila and Citizenship Education (PIPPKn) is one of the courses in the study program with the primary mission of encouraging prospective graduates who have a disciplined character in developing innovative learning. This effort is a synergistic and continuous process. Synergy is the linkage between all self-potential in developing innovative learning. Sustainability refers to the learning process carried out continuously over one semester (Herianto, 2021).

For graduates of these courses to have disciplinary competencies as expected, this course is designed continuously on a portfolio basis (Herlina et al., 2018). The choice in a portfolio is a learning base on the essence of a portfolio, namely collecting one's work, both individually and in groups, in an overall learning context (Huang, 2017). The portfolio is designed systematically by considering the management of student potential both individually and in groups to complete all learning activities that describe cognitive, affective, and psychomotor abilities (Jiang, 2017).

Through portfolios, students who complete PIPPKN courses get broad opportunities to hone good habits. Lecturer as course facilitator has the main task of facilitating students to express ideas and develop self-skills to achieve disciplined character as the basis for learning. A continuous practice requiring discipline to learning encourages students to get used to the disciplined behavior for one semester. If this habit of discipline is practiced continuously, the expected character of discipline can be realized.

Logically, someone accustomed to disciplined behavior can carry out all his obligations in a disciplined manner (Jiang, 2017). Discipline habits in self-development from the beginning of the learning to the end of the learning can impact learning outcomes (Juanengsih et al., 2018). Learning outcomes are the accumulation of disciplined processes that are carried out consistently (Kneller, 1965). Students who have a disciplined character will get optimal results due to their disciplinary process during that time (Komarudin, 2017). Learning outcomes as the accumulation of knowledge, attitudes, and student behavior can be realized after the entire process of fulfilling learning obligations through portfolios on a regular and consistent basis.

**METHODS**

Phenomenological qualitative research was chosen to solve the problems in this study. The characteristic of phenomenology in this research is attached to the experience of research subjects in conducting PIPPKn learning for one semester, which 42 students attended. The informants were lecturers of the PIPPKn course, and three groups of students based on activeness in attending learning, completing all portfolio assignments, and learning outcomes obtained as the final impact from the existing research subjects learning implementation.

The portfolio in e-learning is in the form of all student activities, in the form of assignments, exams, presentations, and activities during learning. E-learning lasts for one semester in the form of 16 virtual meetings. In the meeting, the course has 11 regular assignments and one final project, two exams (mid-semester and final), presentations, and a discussion of the material. Students complete regular assignments individually and in groups, while final assignments are individual.

Following the research context, data collection uses techniques and instruments that refer to the research problem—documentation technique for obtaining data on course design, learning outcomes, and study program policies. Observations, interviews, and questionnaires to obtain data on the form of disciplinary behavior. Test technique to obtain learning outcomes data. The data that has been obtained were analyzed qualitatively with descriptive percentages support.

**RESULTS AND DISCUCCION**

The presentation of the data and the discussion is following the order of the research problems as follows:

**The design of e-learning is based on portfolio assignments to strengthen the character of discipline and student learning outcomes**

PIPPKn learning will last for one semester, as shown in Table 01. All learning activities are held online, both in the form of virtual and independent classes. The virtual classes contain the discussion of theoretical textual learning material. Meanwhile, the independent class is a training vehicle for students to carry out learning activities contextually. The implementation of the two activities (textual and contextual) takes place in an integrated manner. That is, textual activities are the basis for implementing contextual activities. Contextual activities are an actual embodiment of all theoretical textual discussions.

Learning activities consist of 4 essential parts: preparation, discussion of the material, portfolio activities, and evaluation. Preparation is the initial activity before the lecturer develops learning. The activities carried out are a package of activities, including analysis of final learning achievements, analysis of learning content, and analysis of students' initial experiences helpful in learning development.

Discussion of learning material is an attempt to discuss the entire learning content, both textually and contextually (Susamta & Mahmudah, 2021). According to the existing textual basis, students develop their arguments in textual discussions (Syafei et al., 2021). This experience provides opportunities for them to carry out independent study activities to develop the contextual content of learning (Wen, 2020).

Learning activities in nature translate into all varied learning activities (Löfström et al., 2021). Learning activities are completing assignments, being active in learning, and completing exams (Mertasari et al., 2017). Completion of tasks in the form of regular, incidental, and superior in a final project. Active involvement in learning includes asking questions, expressing opinions, and proposing solutions to each problem. The final part of the course design is to conduct an evaluation. The lecturer makes corrections to all portfolio activities carried out/completed by students (Nopita, 2018). Through these corrections, the lecturer gives a score based on predetermined criteria. Based on that score, the lecturer will determine the student at the level of graduation (Pangkey et al., 2019).

**Table 1. Design for PIPPKn Course**

| No. | Description | Frequency (Times/Percentage) |
|-----|-------------|------------------------------|
| 1 | Preparation | 1 |
| | Analysis of the final achievement of the course. | 1 |
| | Analysis of course content and learning teaching materials. | 1 |
| | Analysis of the student's initial experience and expected targets. | 1 |
| 2 | Discussion of learning materials. | 13 |
| | Discussion of textual learning content. | 13 |
| | Discussion of contextual learning content. | 13 |
| 3 | Portfolio Activities | spread across all activities |
| | Regular Assignment | 11 |
| | Incidental Assignment | unlimited |
| | Final Project | 1 |
| | Asking Question | unlimited |
| | Giving Opinion | unlimited |
| | Propose Solution | unlimited |
| | Final Project Presentation | 1 |

| No. | Description | Frequency (Times/Percentage) |
|---|---|---|
|  | Mid-Semester Exam | 1 |
|  | Final-Semester Exam | 1 |
| 4 | Evaluation | based on all activities |
|  | Analysis of portfolio activity results. | 1 |
|  | Scoring of performance. | 1 |
|  | Determination of passing grade. | 1 |

### Application of portfolio assignment-based e-learning to strengthen the character of discipline and student learning outcomes

PIPKn learning has been carried out for 16 virtual meetings in one semester. During the learning, students' disciplined behavior was demonstrated through portfolio-based activities. As the data in Table 02 and Diagram 02 shows, it appears that there are 71.4% of students who submit regular assignments on time, 19% are late for some reason, and 9.5% are late for no reason. The same data is also reflected in student discipline in involving themselves in every learning activity. Better data is found in the discipline in collecting the final project, where there are 90.5% collecting it on time and 4.8% each collecting it late for specific reasons or no reason.

The picture of student discipline is also seen in their participation in exam activities. In the mid-semester and end-of-semester exams, there is the same percentage of punctuality (95.2%) and being late for no reason at 4.8%. Discipline in the presentation of the final project is identical to the collection of the final project. Considering the prerequisites for making a presentation are determined by the timeliness in completing the final project. If there are late students to complete the final project, they do not get the opportunity to make a presentation.

### Table 2. Student Responses to Portfolio Activities, Discipline Behavior, and Learning Outcomes

| No. | Indicators | Description | | | |
|---|---|---|---|---|---|
|  |  | Agree | % | Disagree | % |
| 1 | Discipline is the main foundation of being a teacher and other professions. | 42 | 100 | 0 | 0 |
| 2 | Discipline behaviour must be accustomed in real activities. | 42 | 100 | 0 | 0 |
| 3 | Through varied portfolio activities, it can encourage disciplined habits. | 36 | 86 | 6 | 14 |
| 4 | Portfolio activities help to behave in a disciplined manner. | 38 | 90 | 4 | 10 |
| 5 | The varied activities in the portfolio are tiring activities. | 30 | 71 | 12 | 29 |
| 6 | Portfolio activities have a positive impact on disciplined personality. | 38 | 90 | 4 | 10 |
| 7 | Discipline is an important key to the acquisition of learning outcomes. | 42 | 100 | 0 | 0 |
| 8 | Activities in the portfolio are closely related to disciplinary behaviour. | 38 | 90 | 4 | 10 |
| 9 | An appropriate portfolio is used for habituation of disciplined behaviour. | 42 | 100 | 0 | 0 |
| 10 | Activities that are portfolio in nature need to be improved in learning. | 42 | 100 | 0 | 0 |

### The impact of implementing portfolio assignment-based e-learning on the character of discipline and student learning outcomes

Student learning outcomes show evidence of their involvement in completing their obligations contained in portfolio activities (Rahayu et al., 2020). Their habit of disciplined completing obligations is the right instrument in determining their learning outcomes (Rokhman et al., 2019). As students respond to the importance of portfolio activities in Table 02, students are aware of the importance of disciplined behavior. This behavior forms the basis for forming good habits as prospective teachers and other professions (Sahudra et al., 2020).

However, some students claim that portfolios are essential, but that makes it difficult for them to complete their tasks (Schwendimann et al., 2018). Portfolio activities require someone to carry out activities regularly (Silaban et al., 2021). However, to realize this, of course, is not an easy thing. After all, students are led to practice it in a disciplined manner (Sulistyaningsih et al., 2019). Recognition of students about the importance of disciplined behavior is reflected in the learning outcomes they get. Many students who agree on the importance of discipline are proven to show optimal learning outcomes.

Diagram 01 shows evidence of how portfolio as a vehicle for discipline development positively impacts student learning outcomes. The number of students who succeeded in taking the PIPPKN course was 36 people (86%), and six students (14%) had not succeeded. The number of students who succeeded was spread across the grades of B+ (11 people), B (10 people), C+ (9 people), and C (6 people). The number of students who have positive learning outcomes is in line with their recognition, as contained in Table 02. Student responses are reflected in the statement: varied portfolio activities can encourage discipline habits (85.7%), portfolio activities help discipline behavior (90.5%), and portfolio activities have a positive impact on disciplined personality (90.5%).
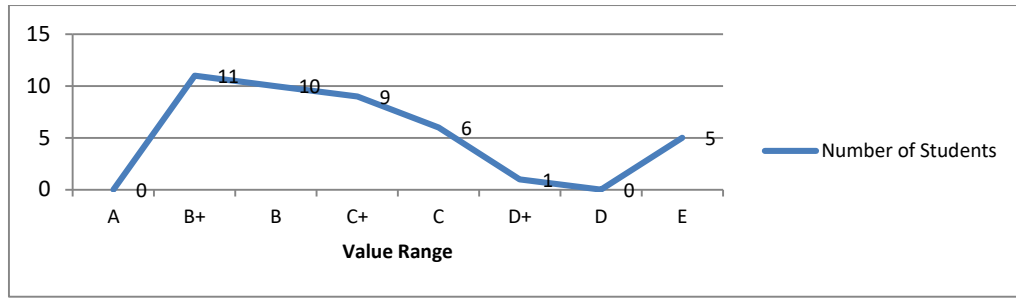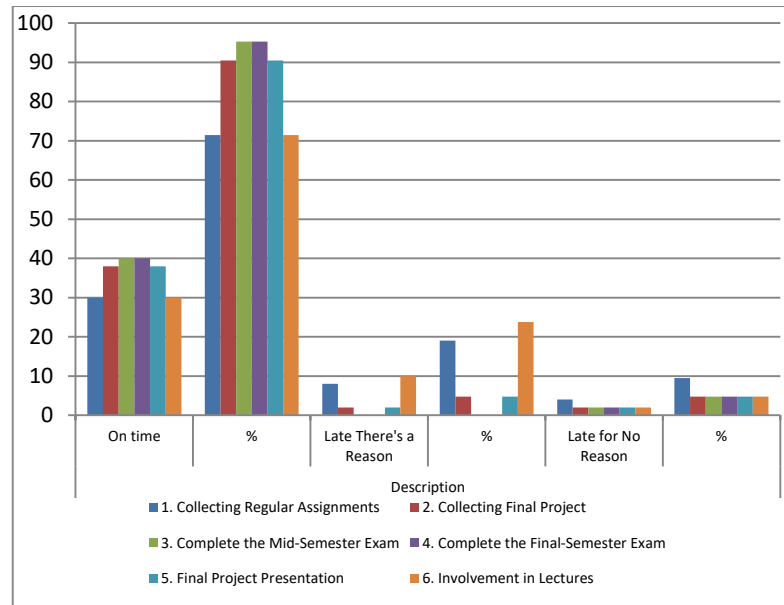
**Figure 1. Student Learning Outcomes of the PIPPKn Course**



**Figure 2. Portfolio on Student Performance during PIPPKn Learning**

**Proposals for study programs policies related to the implementation of portfolio assignment-based e-learning with strengthening the character of discipline and student learning outcomes**

Recommendations can be made based on the data and discussion of research problems regarding learning design, disciplinary behavior, and learning outcomes in the PIPPKn course. This recommendation is intended to follow up the development of online-based learning and positively impact student discipline behavior. Some of the recommendations are as follows:

**Portfolio-based e-learning design**

Courses need to be designed using a portfolio base for online learning. The main principle of portfolio development is variation activities. E-learning as a vehicle for portfolio implementation can use various existing platforms. The choice of platform in e-learning must adjust to students' character, situations and conditions, and the content of the character of the learning material.

**Implementation of portfolio assignment-based e-learning as habituation of disciplined behavior**

The implementation of learning must be pursued to be aligned and consistent with the learning design. Everything that is formulated in the learning design is sought optimally to be realized in learning. The basis for developing learning is strengthening the character of discipline. It is the basis for character development for prospective teacher students and other relevant professions.

**Comprehensive learning evaluation to realize disciplinary behavior**

To results in line with the learning design, the evaluation must be carried out comprehensively. Cognitive, affective, and psychomotor aspects are the focus in the evaluation of learning. These three aspects aim to reveal the main potential of the e-learning base, namely the character of discipline through portfolio activities.

**CONCLUSION**

Through this research, it can be concluded that portfolio-based e-learning has a positive impact on student discipline behavior. The discipline was obtained through various activities in the portfolio that he completed during one semester. This disciplinary behavior makes a significant contribution to the acquisition of student learning outcomes. Student learning success is determined by the extent of their discipline in completing all portfolio activities during one semester. However, most students admit that the character of this discipline is essential and determines learning outcomes that can be accustomed through varied activities. However, there are still students who have not taken advantage of this positive thing.

Based on this conclusion, an important recommendation that can be put forward for the study program is to pay attention to several students who still have not made use of habituation to disciplined behavior through portfolio activities. Study Programs need to encourage each course lecturers to pay attention to students who have not yet taken advantage of self-discipline through portfolio activities. Even though they are few in number, all learning activities must remain inclusive, where all student characters, both active and inactive, must be given careful attention by the course lecturers.

**REFERENCES**

Alexandrovna, R. L., & Valerievna, S. Y. (2019). Development of portfolio management system in R&D: a case study. 2nd *International Scientific Conference on New Industrialization: Global, National, Regional Dimension (SICNI 2018), 240*, 411–415. https://doi.org/10.2991/sicni-18.2019.83

Chostelidou, D., & Manoli, E. (2020). E portfolio as an alternative assessment tool for students with learning differences. *International Journal for Innovation Education and Research, 8*(5), 507–524. https://doi.org/10.31686/ijier.vol8.iss5.2369

Ciesielkiewicz, M. (2019). The use of e-portfolios in higher education: From the students' perspective. Issues in Educational Research, 29(3), 649–667.

Destiyanti, I. C., & Setiana. (2020). Habituation Behavior to Enhance Student Learning. 410, 296–299. https://doi.org/10.2991/assehr.k.200303.072

Edy, D. L., Suwarno, S., Sunomo, S., & Basuki, B. (2019). Metacognitive Improvement of Project-Based Learning Students with E-Portfolio Assessment. 2nd *International Conference on Vocational Education and Training (ICOVET 2018), 242*, 92–94. https://doi.org/10.2991/icovet-18.2019.23

Fang, Z. (2020). Teacher Evaluation based on E-Teaching Portfolio-Developing Trend of Teacher Evaluation in China. *International Academic Conference on Frontiers in Social Sciences and Management Innovation (IAFSM 2019), 403*, 382–388. https://doi.org/10.2991/assehr.k.200207.060

Guo, N. (2018). Study on Project Portfolio Management Organization Maturity for Major Construction Enterprise. *International Forum on Energy, Environment Science and Materials (IFEESM 2017), 120*, 507–511. https://doi.org/10.2991/ifeesm-17.2018.96

Herianto, E. (2021). How to Apply HOTS-based E-learning in Higher Education ? *Randwick International of Education and Linguistics Science (RIELS) Journal, 2*(2), 158–170. https://doi.org/10.47175/rielsj.v2i2.256

Herlina, Herdhiana, R., & Nugroho, M. N. (2018). Implementation of Moral a Character Education in the Development of Student Social Life Skill in Higher Education. 3rd International Conferences on Education in Muslim Society (ICEMS 2017), 115, 170–174. https://doi.org/10.2991/icems-17.2018.33

Huang, Y. (2017). Application of E-Portfolio in Higher Education: A flexible assessment tool to estimate teacher competences and student learning. *International Conference on Management, Education and Social Science (ICMESS 2017), 72*, 353–355. https://doi.org/10.2991/icmess-17.2017.84

Ichsan, M., Abbas, B. S., Hamsal, M., & Sadeli, J. (2017). Project Portfolio Management Capabilities of Strategic Initiatives and PMO Practices In Strategy Implementation: A Perspective of Dynamic Capability in Banking Industries in Indonesia. 11th International Conference on Business and Management Research (ICBMR 2017), 36, 657–673. https://doi.org/10.2991/icbmr-17.2017.59

Imran, M. (2020). Improving Character Education Strengthening Through Edmodo-Based E-Learning. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences, 3*(3), 2262–2267. https://doi.org/10.33258/birci.v3i3.1159

Istiharoh, M., & Indartono, S. (2019). Learning Innovation for Character Education in Global Era: Methods and Assessments. *International Conference on Social Science and Character Educations (ICoSSCE 2018), 323*, 272–279. https://doi.org/10.2991/icossce-icsmc-18.2019.50

Jiang, Y. (2017). A Survey on Portfolio Assessment in Junior School English Reading Class. 2nd International Conference on Economics, Management Engineering and Education Technology (ICEMEET 2016) A, 87, 1072–1076. https://doi.org/10.2991/icemeet-16.2017.221

Juanengsih, N., Apriani, W., & Danial, M. A. (2018). Assessing Creativity of Senior High School Students in Learning Biology Using Online Portfolio Assessment on Facebook. 3rd International Conferences on Education in Muslim Society (ICEMS 2017), 115, 83–88. https://doi.org/10.2991/icems-17.2018.17

Kneller, G. F. (1965). and all modes of teaching thought. It is therefore the discipline other branches. Boston: Allyn & Bacon.

Komarudin. (2017). Portfolio Assessment to Enhance Students' Achievement in Learning Physical Education. *3rd International Conference on Education and Training (ICET 2017), 128*, 105–109. https://doi.org/10.2991/icet-17.2017.16

Kuripta, O. V., Minakova, O. V., & Deniskina, A. R. (2019). Student's Electronic Portfolio as a Tool for Creating Project Teams. *1st International Scientific and Practical Conference on Digital Economy (ISCDE 2019), 105*, 722–727. https://doi.org/10.2991/iscde-19.2019.140

Kusumandari, R. B. (2013). Character Education Model for Early Chilhood Based on E-Learning and Culture of Java. *Indonesian Journal of Early Childhood Education Studies, 2*(1), 20–28. https://doi.org/10.15294/ijeces.v2i1.9251

Löfström, J., Ammert, N., Edling, S., & Sharp, H. (2021). Advances in ethics education in the history classroom: after intersections of moral and historical consciousness. *International Journal of Ethics Education*. https://doi.org/10.1007/s40889-020-00116-w

Mapundu, M., & Musara, M. (2019). E-Portfolios as a Tool to Enhance Student Learning Experience and Entrepreneurial Skills. *South African Journal of Higher Education, 33*(6), 191–214. https://doi.org/10.20853/33-6-2990

Mertasari, N. M. S., Yudana, M., & Gita, N. (2017). Event Based Assessment: A Formative Assessment of Integrated Character Education. 134(Icirad), 179–183. https://doi.org/10.2991/icirad-17.2017.34

Mustofa, M., Ahmadi, R., & Karimullah, I. W. (2020). Islamic Character Education in E-Learning Model: How Should It be Implemented? Jurnal Sains Sosio Humaniora, 4(1), 89–93. https://doi.org/10.22437/jssh.v4i1.9771

Nopita, D. (2018). The Influence of Portfolio Assessment in Improving the Quality of Teaching English Foreign Language (EFL) Writing. First Indonesian Communication Forum of Teacher Training and Education Faculty Leaders *International Conference on Education 2017 (ICE 2017), 174*, 415–418. https://doi.org/10.2991/ice-17.2018.88

Pangkey, R. D. H., Syahrial, Z., & Solihatin, E. (2019). The Effect of Portfolio Assessments on Student Learning Outcomes in Learning for Civic Education in Primary School. International Conference of Primary Education Research Pivotal *Literature and Research UNNES 2018 (IC PEOPLE UNNES 2018), 303*, 248–251. https://doi.org/10.2991/icpeopleunnes-18.2019.49

Rahayu, Y. S., Sarmini, & Martadi. (2020). Implementation of Character Education at Elementary School Level in Sulawesi, Indonesia. *Tarumanagara International Conference on the Applications of Social Sciences and Humanities (TICASH 2019), 439*, 447–457. https://doi.org/10.2991/assehr.k.200515.077

Rokhman, R. A., IN'am, A., Tobroni, & Nurhakim, M. (2019). Portfolio Assessment Problems in Islamic Learning: A Case Study in Islamic Senior HIgh School 1 Model Bojonegoro. *6th International Conference on Community Development (ICCD 2019), 349*, 463–466. https://doi.org/10.2991/iccd-19.2019.121

Sahudra, T. M., Nurmasytah, N., & Nursamsu, N. (2020). Application of E-Learning Learning Media with Schoology on Character Education. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal) Humanities and Social Sciences, 3*(3), 2255–2261. https://doi.org/10.33258/birci.v3i3.1158

Sarah, I., & Rani, S. (2020). Effectiveness of student worksheets on environmental project-based e-learning model in building student character. *Journal of Physics: Conference Series, 1521*, 0–7. https://doi.org/10.1088/1742-6596/1521/3/032005

Schwendimann, B. A., Kappeler, G., Mauroux, L., & Gurtner, J. L. (2018). What makes an online learning journal powerful for VET? Distinguishing productive usage patterns and effective learning strategies. *Empirical Research in Vocational Education and Training, 10*(9), 1–20. https://doi.org/10.1186/s40461-018-0070-y

Silaban, P. sari M., Ruslan, D., & Suharianto, J. (2021). An Attempt to Improve the EViews-Based Econometrics Learning. *Proceedings of the International Conference on Strategic Issues of Economics, Business and, Education (ICoSIEBE 2020) An, 163*, 238–245. https://doi.org/10.2991/aebmr.k.210220.042

Sulistyaningsih, D., Purnomo, P., & Aziz, A. (2019). Development of Learning Design for Mathematics Manipulatives Learning based on E-learning and Character Building. *International Electronic Journal of Mathematics Education, 14*(1), 197–205. https://doi.org/10.29333/iejme/3996

Susamta, & Mahmudah, F. N. (2021). The Implementation of Policies for on-Time Presention in Efforts to Establish Discipline Character. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam, 6*(1), 61–71. https://doi.org/10.31538/ndh.v6i1.1174

Syafei, M., Mujiyanto, J., Yuliasri, I., & Pratama, H. (2021). Students ' Perception of the Application of Portfolio Assessment during the COVID-19 Pandemic. *AICoLiN: Academic International Conference on Literacy and Novelty, 2021*, 61–70. https://doi.org/10.18502/kss.v5i7.9320

Syzdykova, Z., Koblandin, K., Mikhaylova, N., & Akinina, O. (2021). Assessment of E-Portfolio in Higher Education. *International Journal of Emerging Technologies in Learning, 16*(2), 120–134. https://doi.org/10.3991/ijet.v16i02.18819

Wardani, F., Suparmi, S., & Aminah, N. S. (2019). Evaluating the E-Learning on Students' Character: Blended Learning Model as a Strategy to Improve Students' Character. *Journal of Physics: Conference Series, 1155*(1), 0–6. https://doi.org/10.1088/1742-6596/1155/1/012029

Wen, J. (2020). Research on Process Model of Project Portfolio Management. *Proceedings of the 2020 International Conference on Advanced Education, Management and Social Science (AEMSS2020), 448*, 232–235. https://doi.org/10.2991/assehr.k.200723.138