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The Use of Linoit Website-Based Media as a Digital Portfolio Assessment Tool in German Language Learning at SMAN 1 Kedungwaru

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Abstract

This research aimed to describe students' activities and responses towards. This research used a descriptive qualitative approach. The data used were qualitative data supported by quantitative data. Qualitative data in the form of observation results and quantitative data in the form of questionnaire results were then interpreted into qualitative descriptive. The observation results showed that the use of the website-based media Linoit as a means of digital portfolio assessment was in line with the implementation of the learning design (RPP). The students actively engaged in classroom learning and followed the teacher's instructions to document their learning outcomes and upload them to Linoit as evidence of their digital portfolios. In evaluating the portfolios, the teacher wrote the evaluation results with the help of other media, which were then uploaded to Linoit. The students' responses showed that Linoit could be used as a platform for sharing and learning from each other's learning outcomes uploaded on Linoit. Additionally, the students could easily and quickly manage their learning outcomes through the features available on Linoit. However, Linoit had limitations when used in German language learning, as the essential feature of umlaut characters was not available on the platform. Moreover, the small display of Linoit on mobile phones made it difficult for users to operate its features, requiring additional time for adjustment when using Linoit.

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Introduction

German language learning activities at the SMA/MA level are based on the learning concept in the 2013 curriculum. According to the circular of the Minister of Education and Culture version 156928/MPK.A/KR/2013 on 8th November 2013, from the elementary to high school levels are required to implement curriculum 2013. In the revised edition of 2016, the Ministry of Education published a syllabus for German Language and Literature at the SMA/MA level, which stated that the purpose of the lesson was for students to be able to apply the various social functions of language in spoken and written communication in situations and varied topics using Simplified German Language and sLiterature parallel to level A1 based on Gemeinsamer Europäischer Referenzrahmen für Sprachen (GER).

Winaryati (2018) shows that curriculum, learning process, and assessment are related to learning activities. In the 2013 curriculum (K13), Tamrin et. al. (2021) emphasizes that the goals of national education do not only consider cognitive abilities but also pay attention to positive attitudes and skills. Hendri et. al. (2019) stated that in the 2013 curriculum (K13), assessment is known as authentic or contextual assessment. As revealed by Nisrokha (2018), authentic assessment not only aims to test the knowledge that has been learned but is also integrated as part of the learning process. In carrying out authentic assessments, Siregar (2018) groups authentic assessments according to their types into four (4), specifically: (1) performance appraisal; (2) project appraisal; (3) portfolio assessment; and (4) writing assessment.

The focus of this research is portfolio assessment. Portfolio assessment is a process of collecting and assessing a collection of authentic evidence of student learning outcomes in a certain period for certain subjects which aims to evaluate students' abilities, both individually and in groups (Mubarak, 2021). According to Herwani (2022), a portfolio is a collection of student work that includes performance tasks determined by the teacher or those determined collaboratively between students and teachers to achieve learning objectives or competencies set in the curriculum. Portfolios can be beneficial as an assessment tool or as one of the elements of an assessment tool to evaluate student competency or learning outcomes.

Based on the results of interviews between researchers and German teachers at SMAN 1 Kedungwaru, it was stated that SMAN 1 Kedungwaru was the only high school in the Tulungagung Regency area that had achievements in German language and literature at the national level. In addition, based on the problems to be examined, the researchers found that teachers had carried out authentic assessments following the concept of authentic assessment in the 2013 curriculum (K13). However, teachers also face problems when conducting authentic assessments of student learning developments over a certain period. The teacher must prepare a sizeable special place to collect sheets of student work portfolios. Besides that, from the student side, the teacher also mentioned that there are problems encountered, the student portfolio sheets that will be collected are not neatly organized because they are lost.

In current technological developments, portfolio assessment can be done digitally or is called an E-Portfolio. Mulley (2010) mentions the advantages of using an E-Portfolio that can be used in various forms of multimedia expression such as text, sound, images, and video, storing content, linking with URL links to share with each other, providing feedback without time and place limitations, as well as helping to learn about responsibility in managing information on the internet.

The changing use of paper-based portfolio assessment to digital-based requires a medium that supports this change. One of the alternative media is Linoit. Reporting from <https://en.linoit.com/>, Linoit is a web-based sticky note service that allows registered and unregistered users to post memos, to-do lists, ideas, and photos on an online canvas that can be accessed for free or for a fee. As explained on the official Linoit website, users who pay \$2.99/month or \$29.99/year can access premium Linoit with several advantages compared to free Linoit users, such as the maximum size limit for uploaded notes is 100MB/note, The maximum size limit for stored files is 1GB/month and there is no limit to downloading files. This is different from free Linoit users who can only upload a maximum of 10MB /notes, store a maximum of 50MB files/month, and download files for a maximum of 10 files/month.



Picture 1. Linoit Page Display

Related research on the use of digital media as a tool of portfolio assessment has been carried out using different digital media, Prakoso's research in 2019 with the title Utilization of Evernote as a Media for Portfolio Assessment in Literature Learning in High School. It was found that using Evernote as a portfolio document platform has advantages in cost savings, being user- friendly, and being flexible.

In addition, research using the Linoit website media has also been carried out by Kartini with the title "Application of Whatsapp Group and Linoit Media in Improving Cash Management Learning Outcomes" in 2021 which resulting impact of using the WhatsApp Group and Linoit media increase in student learning outcomes that can be seen from the acquisition of individual scores for each student with an average of each cycle I was 64.95 and increased to 82.81 in cycle II and there were 19 students whose scores increased, 2 students with incomplete grades. From these results obtained mastery learning 90.5%. The results of previous research show that there has been no research using Linoit website-based media as a means of assessing digital portfolios, especially in learning German. The previous studies found that portfolio assessment was carried out using other media. In addition, previous research also shows that Linoit's media is intended as a medium to improve cash management learning

outcomes. Because of that, researchers conducted a study on using Linoit website-based media to digitally assess portfolios in German language learning at SMAN 1 Kedungwaru.

Therefore, this study aims to discover two things. Firstly, using Linoit's website-based media to digitally assess portfolios in German language learning at SMAN 1 Kedungwaru. Secondly, students' responses to using Linoit website-based media to digitally assess portfolios in German language learning at SMAN 1 Kedungwaru.

Method

This research used descriptive qualitative approach. The data used consists of qualitative data which is strengthened by quantitative data. Qualitative data in the form of observations were made to learn how to use Linoit's website-based media to digitally assess portfolios in learning German at SMAN 1 Kedungwaru. Quantitative data is in the form of questionnaire results from student responses to using Linoit website-based media to digitally assess portfolios in German language learning at SMAN 1 Kedungwaru.

The researchers involved all 37 students in class XI MIPA 2 at SMAN 1 Kedungwaru for the 2022/2023 school year as a source of research data. In collecting data, researchers used observation techniques and questionnaire techniques. In this study, the teacher has role as the main instrument, and the researcher became an observer assisted by supporting instruments, specifically observation sheets and questionnaire sheets.

In conducting qualitative data analysis, researchers used two theories, namely the Miles & Huberman theory and the Likert measurement scale theory. The researcher uses Miles & Huberman's theory which includes the process of data reduction, data presentation, and conclusion to analyse the data obtained through observation. Then, to analyse the data obtained through a questionnaire, the researcher used the theory of the Likert measurement scale.

The Likert measurement scale is divided into 5 (five) levels, as follows.

Table 1. Likert Scale Theory

Levels	Weight	
	Positive	Negative
Strongly Agree (SA)	5	1
Agree (A)	4	2
Doubtful (N)	3	3
Disagree (D)	2	4
Strongly Disagree (SD)	1	5

Source: Djajanegara (2019)

After that, the total weight collected is calculated as a percentage using the following formula.

$$P = \frac{\sum BP}{\sum BM} \times 100\%$$

Information

P = Percentage of results obtained
 $\sum BP$ = Total weight collected
 $\sum BM$ = Total weight that should reach the highest value (maximum)
 100% = Fixed values used in the analysis

In the context of data analysis, which is descriptive qualitative in nature, it is necessary to transform the percentage results into descriptive words using the following interpretation guidelines.

Table 2. Interpretation Guidelines

Percentage Intervals (%)	Interpretation
0.0 – 0.5	None at all
0.6 – 9.5	Almost no
9.6 – 39.5	Fraction
39.6 – 49.5	Almost half
49.6 – 50.5	Half
50.6 – 59.5	More than half
59.6 – 89.5	Most of the
89.6 – 99.5	Almost completely
99.6 – 100	Whole

Source: Djajanegara (2019)

The researcher used a source triangulation technique by comparing the data from the student response questionnaire with the teacher's response questionnaire results to check the validity of the data. Alfansyur & Mariyani (2020) explained that source triangulation is checking data by comparing facts from one informant source with other informant sources as a form of seeking and digging up the truth of the information that has been obtained.

Results and Discussion

The Process of Using Linoit as a Digital Portfolio Tool

Data from the process of using Linoit website-based media was obtained based on observation activities carried out for 3 meetings with a duration of 2 x 45 minutes per meeting. In the process of using Linoit as a digital portfolio tool in learning German at SMAN 1 Kedungwaru, it was carried out directly by the teacher based on the learning implementation

plan (RPP) that had been made together with the researcher and the researcher acting as a research observer. Based on the observation results, the data is presented in Table 3 - table 5 as follows.

Table 3. First Meeting Observation Results

Preliminary activities	The activity began with saying greetings and prayers and carrying out student attendance. After that, the teacher outlines the learning activities that will be carried out.
Core activities	The teacher explains the meaning, purpose and concept of digital portfolio assessment. Next, the teacher asked students about students understanding of Linoit media, and all students did not know Linoit before. Finally, the teacher demonstrates slowly, step by step, how to operate the Linoit. Students ask the teacher directly when there are operational steps that they do not know. Some students who can operate Linoit help friends who cannot.
Closing Activities	The teacher determines the documentary evidence uploaded to Linoit, and the students agree to the teacher's directions. After that, the teacher ended the learning session by greeting and praying.

The process of using Linoit as a digital portfolio assessment tool is carried out in several stages. Portfolio assessment stages are divided into planning stages, implementation stages, and portfolio assessment stages (Maulina & Hazlina, 2022).

The planning stage is carried out at the first meeting, which aims to implement the assessment activities orderly. In this planning stage, as observed, the teacher instructs students to open the Linoit website-based media, which will be used as a medium for collecting evidence for portfolio assignments. The teacher demonstrates how to use Linoit and directs students to create a personal account. In addition, the teacher invites students to ask questions when experiencing difficulties. Students directly followed the demonstration activity on how to use Linoit to get to know the features of Linoit. In this stage, the teacher explains the meaning, purpose, and concept of portfolio assessment and determines the assignment evidence students must collect as portfolio documents.

Table 4. Second Meeting Observation Results

Preliminary activities	The activity began with saying greetings and prayers and carrying out student attendance. Next, the teacher explains the learning activities that will be carried out.
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Core activities	The teacher delivers lesson content related to Hören's and Sprechen's skills. The teacher provides opportunities for students to express their understanding, then if students experience mistakes, the teacher corrects the student's mistakes. The teacher also makes the class atmosphere active through flashcard games and assignments that are done in pairs so that there is interaction between students. In addition to using Linoit's media as a place to collect evidence of student assignments. Teachers also use Wordwall as a means to provide practice questions to students. Overall the learning activities in the second meeting ran successfully. In core activities, the teacher gives assignments to students, which are used as evidence of learning portfolios in the form of games on Wordwall media about grouping conversations that are carried out between sellers and buyers in the market and pair tasks play the role of being sellers and buyers in the market. Then, the teacher instructs students to document the results of learning assignments that have been completed.
Closing Activities	The teacher conveys the conclusions of learning and directs students to collect evidence of tasks that have been done as evidence of learning portfolios. Next, the teacher closes the lesson by saying goodbye and praying.

The implementation phase was carried out in the second and third meetings. In the second meeting, the teacher carried out lessons related to Hören's and Sprechen's skills. Learning activities begin with the teacher saying greetings and prayers and taking attendance. The teacher displays a picture of Lebensmittel and asks students to pronounce the name Lebensmittel first in German. In each Lebensmittel name that students pronounce, the teacher re-pronounces it correctly.

The lesson continued with the teacher distributing flashcards in the form of Lebensmittel pictures to each student and instructing students to go around the class to answer each other and exchange flashcards. The teacher plays audio and asks questions directly about what students hear, then the teacher distributes and gives exercises on a Wordwall media link which contains a game of grouping dialogue between sellers and buyers in the market from the audio heard. The lesson continues with the teacher explaining the dialogue readmitted between sellers and buyers in the market from the audio. The teacher gives assignments in pairs with peers to create a dialogue between sellers and buyers in the market.

At the end of the second meeting, the teacher instructs students to collect evidence or documentation of the tasks students have done in the form of screenshots of Wordwall media game results grouping dialogues in the market and audio conversations of students about playing the role of being a seller and buyer in the market as evidence of student learning portfolios. Then the lesson ends with greetings and prayers.

Table 5. Third Meeting Observation Results

Preliminary activities	The activity began with saying greetings and prayers and carrying out student attendance. Before learning continues with the main activities, the teacher displays two student assignments and asks students to provide comments. However, none of the students voluntarily commented, in the end the teacher pointed at the students directly.
Core activities	The teacher delivers learning material related to Lesen and Schreiben's skills. As in the previous meeting, students were given the opportunity to do

	the exercises without prior s explanation from the teacher. Students are given the freedom to seek information from any source. Then, students are also given the opportunity to provide comments on friends' work based on student understanding. After that the teacher shows and explains the appropriate answer. In this meeting, the teacher also used Wordwall media to support learning. The teacher also makes the atmosphere in the class more active through assignments that are done in groups. In the main activity, the teacher gives assignments to students, which are used as evidence of learning portfolios in the form of composing sentences and scrambled E-Mail structures. Then the results of student work regarding sentence structure and random E- Mail structures were corrected by fellow friends. In addition, the teacher also gave the task of writing e-mails to students. As in the previous meeting, the teacher also ordered students to document the results of the learning assignments that had been completed
Closing Activities	The teacher conveys the conclusions of learning and directs students to upload evidence of learning that has been carried out, which then gives freedom to students to provide comments on the work of their friends by writing on Linoit media as evidence of learning portfolios. Next, the teacher says farewell and prays.

At the third meeting, learning is related to Lesen and Schreiben. Learning begins with the teacher greeting and taking student attendance. The teacher displays proof of assignments from two students in front of the class and asks students to comment on the two assignments directly. After that, the teacher also gives comments and makes conclusions on all the assignments done by students.

Learning is continued with writing material E-mail themed Essen und Trinken. The teacher divides students into six groups and then gives exercises in the form of matching between parts of the E- mail structure and the sentences in the contents of the E-mail. The results of the group's work are exchanged with other groups for comments. After the stage of giving comments on the work of other groups, the teacher shows and explains the structure of the E-mail with the correct sentences of the contents of the E-mail. Then to check student understanding, the teacher distributes Wordwall links to match the structure of the E-mail with the sentence content of the E-mail. Then, the teacher gives individual assignments to students to reply to e-mails written directly on Linoit through the available sticky notes upload feature.

At the end of the lesson, the teacher instructs students to collect all evidence of the tasks that have been done in the form of random sentences and E-mail structures, screenshots of Wordwall media regarding the game of matching E-mail sentences with the correct E-mail structure, and sticky notes writing E-mail mail. Then, the teacher invites students to comment on the work of other classmates. In addition, the teacher also provides an evaluation of the results of student work and provides opportunities for students to make improvements according to the evaluation given. After that, the learning session was closed with greetings and prayers.

The last stage is the portfolio assessment stage. At this stage, the teacher conducts portfolio assessments outside class hours. The assessment is carried out based on evidence

of uploaded portfolio documents in Linoit which has been agreed upon with the students at the planning stage. Digital portfolio assessment is not directly carried out on Linoit media, instead, teachers use Microsoft Word to write up student portfolio assessment results which are then uploaded to Linoit media.

The observation results show that before Linoit was applied as a means of digital portfolios, students tended to have difficulty organizing learning portfolio evidence. Based on observations, it was found that by implementing Linoit, students can easily collect and archive evidence of learning portfolios that have been carried out more quickly and easily digitally. Amaya et. al (2013) states that digital portfolios have an essential role as evidence and instruments in collecting, selecting, reflecting, and publishing student learning outcomes. This opinion has support from Akcil and Arap (2009), who state that the process of collecting and selecting students in compiling and completing digital portfolios tends to be easier to use because they are well structured.

While using Linoit as a digital portfolio tool, the teacher directs and familiarizes students with documenting and uploading learning outcomes that have been carried out on Linoit media Lukitasari et. al (2016) state that in implementing digital portfolios, teachers have an essential role in motivating students to archive and upload their assignments on internet media. This opinion is also supported by Rohman & Susilo (2019), that the teacher acts as a student facilitator in achieving comfort and convenience in the learning process to achieve predetermined competencies.

The use of Linoit as a digital portfolio tool went as expected. Teachers and students take advantage of the facilities available in the classroom to carry out learning and use Linoit so that it runs well. As stated by Rohman & Susilo (2019) that teachers must take advantage of facilities owned or provided by schools in using technology in learning activities in class.

In using Linoit as a digital portfolio tool, Linoit media is used as a medium that facilitates the collection of evidence for learning portfolios to be digital, while the concept of digital portfolios remains the same as paper-based portfolios. This aligns with the statement of Nurhayati & Sumbawati (2014), which states that the concepts of goals, pedagogy, and assessment remain the same as conventional portfolios even though they use the term digital portfolio.

Based on observations, using Linoit as a digital portfolio tool also has weaknesses. Some students were confused when they were about to write umlaut letters on Linoit's page. In fact, the umlaut letter is a characteristic of the letters in German. By the opinion of Baginda (2013) states that German letters have a variety of vowels compared to letters from other languages, mainly the umlaut letters ä, ü, and ö. In addition, the weakness of Linoit is that the display is small when accessed via a mobile phone, so students must zoom in if they are going to use the features in Linoit. Thus, the implementation process of Linoit requires the assistance of other media to facilitate the availability of those umlaut letters, and teachers must allocate sufficient time for students to operate Linoit.

Student Responses to Using Linoit as a Digital Portfolio Tool.

Student responses to applying Linoit media as a digital portfolio tool were obtained based on the results of a questionnaire given to all students via the Google form. The statements in the student response questionnaire totaled nine statements with each statement containing five answer options, specifically strongly agree (SA), agree (A), undecided/neutral (N), disagree (D), and strongly disagree (SD). Students can choose answer options according to their respective opinions. The data from the student response questionnaire in the form of numbers were then analysed using a Likert scale which was then interpreted into words using interpretation guidelines so that the data presented in the following table was obtained.

Table 6 Student Response Questionnaire

Statement	SA	A	N	D	SD	%	Interpretation
Linoit is, a new media that I know	30	7				96.2%	Almost completely
I'm having trouble operating Linoit	1	10	4	21	1	54.0%	More than half of the students
Linoite makes it easier for me to organize and store learning evidence on a digital page	17	14	6			85.9%	Most of the
Linoit helps me in monitoring the learning that I have done through uploaded proof of learning	15	19	3			86.4%	Most of the
I can use Linoite to share and learn from friends' work evidence uploaded on the Linoit page	16	17	4			85.9%	Most of the
I can access Linoite anytime and anywhere	23	11	2	1		89.7%	Almost completely
Linoite has a feature that can be used to upload assignments related to German language skills	22	13	2			90.8%	Almost completely

I can use the features in Linoit easily	13	17	3	4		81%	Most of the
Feedback (corrections) given by teachers and fellow students motivates me to improve learning outcomes	17	16	4			87%	Most of the

In the first statement, "Linoit is a new media that I know about," shows that almost all students revealed that Linoit was a new media student who knew with details as many as 30 students responded strongly agreed, and seven other students agreed. For the second statement, "I experience problems when operating Linoit," students have differences in answering, one student strongly agrees, and 10 students agree if they experience problems when operating Linoit. On the other hand, as many as 21 students disagreed, and one student strongly disagreed if they experienced problems when operating Linoit. In addition, four students chose a doubtful/neutral answer, so it can be interpreted that more than half of the students experienced problems when operating the Linoit.

The third statement regarding "Linoit makes it easy for me to organize and store learning evidence in a digital page" was responded positively by most students, as many as 17 students chose the answer option with the category of strongly agree, 14 students chose the answer option with the agreed category, and six students chose the answer option. answer with doubtful/neutral category. Then the fourth statement, "Linoit helps me in monitoring the learning that I have done through uploaded learning evidence," was also responded positively by most students, with details of 15 students choosing the strongly agree option, 19 students choosing the agree option, and three students choosing the undecided option. doubtful/neutral. Likewise with the fifth statement, which was responded to positively by most students,

In the sixth statement about "I can access Linoit anytime and anywhere," almost all students with details, as many as 23 students chose the strongly agree option, and 11 students chose the agree option that Linoit can be accessed flexibly, anytime, and anywhere. However, two students were undecided/neutral, and one student strongly disagreed that Linoit could be accessed freely, anytime, and anywhere. The seventh statement, namely "Linoit has a feature that can be used to upload assignments related to German language skills," was responded positively by almost all students as many as 22 students indicated their choices strongly agreed, 13 students indicated their choices in agreement, and two students indicated undecided/neutral choice.

Most students responded positively to the eighth statement, "I can use the features contained in Linoit easily," with 13 students strongly agreeing, 17 students agreeing, and three

student's undecided/neutral. However, four students disagreed that the features in Linoit could be used easily. The last statement, namely "Feedback (correction) given by the teacher or fellow friends makes me motivated to improve learning outcomes," was given a positive response by most students, with 17 students strongly agreeing, 16 students agreeing, and four student's undecided/neutral.

In this study, student responses indicated that Linoit media could be an alternative to digital media used as a means of digital portfolios. In line with the objectives of digital-based educational media conveyed by Saputra et al (2021), digital media is intended to support and facilitate the learning process. Almost all students mentioned that the features contained in Linoit help organize learning portfolios. As mentioned by Triyono & Syafei (2016) that Linoit provides several features that can be utilized in language learning, namely: uploading documents, uploading sticky notes, uploading images, and uploading videos.

Students also showed a positive response that Linoit could help students to monitor the learning that has been implemented and share and learn from evidence of peer-to-peer learning so that they can provide feedback to each other. In line with Ramlawati's statement (2012), which mentions several advantages of using digital media as a means of digital portfolios, which include the ease of providing quick feedback, accessible file collection, ease of navigating learning outcomes, and the ability to include more achievements and evidence of learning. efficient, flexible, and easy to modify.

The results of the feedback given to student learning outcomes were also responded positively by most students. Students are motivated to improve learning outcomes by following the directions from the feedback provided. Like the benefits of the Linoit media, Razesberger (2019) revealed that Linoit is very useful for brainstorming. Teachers can gather feedback, view and evaluate students' past learning, and deepen knowledge through collaborative assignments.

Almost all students indicated that Linoit's media can be accessed flexibly, anytime, and anywhere. This situation is in accordance with Yustanti & Novita's (2019) explanation that the benefits of using digital media in learning are that students can access it repeatedly without time and place restrictions. Even so, based on student responses, there was a student who indicated that Linoit could not be accessed anytime and anywhere. Thus, teachers and students must ensure that several digital aspects run well.

Teacher Response as Triangulation of Resources

The teacher's response questionnaire distributed to teachers via the Google form has the goal of triangulating resources. The questions given to the teacher totaled four questions based on the findings of observations and the findings of student responses. The following table shows the results of the teacher's response questionnaire.

Table 7. Teacher Response Questionnaire Results

No	Question	Answer
1	What was the class condition when implementing Linoit media as a digital portfolio tool?	The class atmosphere is quite conducive and interactive.
2	Are there any problems in operating Linoit media?	Yes, the obstacle faced is that Linoit's display is small when accessed on a cell phone, so if you are going to use a feature in it, you have to zoom in, Linoit does not provide a font feature for umlauts.
3	Can Linoit be accessed anytime and anywhere?	During the implementation in class, some students could not access Linoit because they were not connected to the internet network. This incident illustrates that Linoit can be accessed with flexibility in time and location if there is an available internet connection.
4	What is the teacher's opinion about the application of Linoit media as a digital portfolio tool?	Overall, Linoit media is effective for use as a digital portfolio tool, this media can help to collect and monitor student learning outcomes.

The results of the teacher's response questionnaire revealed that the classroom atmosphere was quite conducive and interactive. This situation is to the findings obtained through observations which show that the classroom conditions during the process of implementing Linoit media as a means of assessing digital portfolios were conducive. Overall, students respond to every direction given by the teacher and ask questions when experiencing difficulties. The learning activities carried out also make students more active because they use variations in learning forms from individuals, pairs, and groups. This is supported by the opinion of Mahardika (2018) that portfolios have the advantage of providing opportunities for students to be more involved in the learning process, as well as allowing students to easily control the extent to which the development of the abilities they have achieved.

The teacher also has the same opinion as the students' opinions which are presented in the results of the student response questionnaire, namely that there are obstacles in operating the Linoit media. Based on the teacher's response questionnaire, the obstacle faced is that the Linoit display is small when accessed from a mobile phone, so if you are going to use a feature in it, you have to zoom. In addition, Linoit does not provide font features for umlaut letters.

When observed from the results of the teacher's response, during class implementation, some students could not access Linoit because they were not connected to the internet network. This is the result of student responses which shows that there is a student who disagrees that Linoit can be accessed freely, anytime, and in any location. The teacher added that this shows that Linoit can be accessed flexibly, anytime and anywhere, as long as it is connected to the internet network. As explained by Duvan (2021) that the use of digital media in schools requires attention to several forward-looking aspects of information technology and

its equipment, including creating a network structure connected to the internet, embedding security mechanisms, and, no less importantly, developing a support concept that supports school progress. used within the school setting.

The results of the teacher's response questionnaire show that, overall, Linoit media is effective to be applied as a means of a digital portfolio. Linoit can help make it easier to collect, monitor, and store learning evidence. This situation is in accordance with student responses in the questionnaire, which states that Linoit has a feature that allows students to upload and monitor learning outcomes that have been carried out.

Conclusion

The use of Linoit's web-based media as a method for assessing digital portfolios in German language learning at SMAN 1 Kedungwaru aligns with the Learning Implementation Plan (RPP). Students are attentive and diligently work on each assigned material and task. They follow the teacher's instructions to document their learning outcomes, which are then administered on Linoit as evidence for their digital portfolios to be assessed. During the assessment process, the teacher evaluates the student's portfolio evidence and records the results in Microsoft Word. Subsequently, the assessment results are uploaded to each student's respective Linoit page. This systematic approach allows for effective assessment and monitoring of student progress in their German language learning journey..

The response to Linoit's web-based media indicates that it can serve as an alternative method for assessing digital portfolios in German learning. Linoit allows students to learn from each other by sharing their learning outcomes with friends and enables them to manage their own learning progress through the platform. Consequently, this motivates students to enhance their learning achievements, ultimately contributing to the accomplishment of learning objectives.

Suggestion

The absence of the umlaut font feature in Linoit's web-based media, which is crucial for German letters, is a limitation that needs to be addressed. Additionally, the small display of Linoit when accessed via mobile phones requires users to enlarge the page to use its features, resulting in time-consuming operations. To overcome these challenges, it is recommended that teachers and students prepare the availability of umlaut letters before using Linoit as a learning tool for German language learning. This may involve using other resources or tools that support umlaut letters. Moreover, teachers should exercise discretion and decide wisely when to utilize Linoit's media, taking into account the specific needs of the lesson and the accessibility of the required features. By being mindful of these considerations, teachers and students can make

the most of Linoit's strengths while addressing its limitations, ensuring a smoother and more effective learning experience in German language education.

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