



INTEGRATION OF WEBBLOGS AS DIGITAL PORTFOLIOS: INNOVATION IN PHOTOGRAPHY LEARNING MEDIA IN THE DIGITAL LITERACY ERA

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Abstrak

Penelitian ini bertujuan untuk menganalisis respons mahasiswa terhadap integrasi weblog sebagai portofolio digital dalam mata kuliah Fotografi di program studi S1 Teknologi Pendidikan Fakultas Keguruan dan Ilmu Pendidikan Universitas Ibn Khaldun Bogor. Di era literasi digital, kemampuan mengelola karya secara profesional menjadi kompetensi krusial bagi teknolog pendidikan. Metode penelitian yang digunakan adalah kuantitatif deskriptif dengan sampel sebanyak 50 mahasiswa dari populasi 98 orang (TP 2024-2025). Data dikumpulkan melalui instrumen kuesioner skala Likert 1-4 yang mencakup lima indikator utama. Hasil penelitian menunjukkan bahwa integrasi weblog dinilai sangat efektif dengan rata-rata skor keseluruhan sebesar **3,61** (Sangat Setuju). Skor tertinggi dicapai pada indikator Manajemen Arsip (**3,72**) dan Relevansi Karier (**3,70**), yang mengindikasikan bahwa mahasiswa memandang portofolio digital sebagai alat penyimpanan karya yang aman sekaligus investasi profesional masa depan. Meskipun demikian, indikator Kemudahan Penggunaan (**3,46**) menunjukkan perlunya bimbingan teknis tambahan terkait desain blog. Simpulan penelitian ini menegaskan bahwa weblog efektif digunakan sebagai inovasi media pembelajaran fotografi yang mampu meningkatkan literasi digital dan personal branding mahasiswa.

Kata kunci : Webblog, Portofolio Digital, Persepsi Mahasiswa, Fotografi, Literasi Digital.

Abstract

This study aims to analyze student responses to the integration of weblogs as digital portfolios in the Photography course within the Educational Technology Undergraduate Program, Faculty of Teacher Training and Education, Ibn Khaldun University, Bogor. In the digital literacy era, the ability to manage work professionally has become a crucial competence for educational technologists. This research employed a descriptive quantitative method with a sample of 50 students drawn from a population of 98 (Academic Year 2024-2025). Data were collected using a 4-point Likert scale questionnaire instrument covering five key indicators. The results indicate that the integration of weblogs is considered highly effective, with an overall mean score of 3.61 (Strongly Agree). The highest scores were achieved in the indicators of Archive Management (3.72) and Career Relevance (3.70), indicating that students perceive digital portfolios as both a secure storage tool for their work and a future professional investment. Nevertheless, the Ease of Use indicator (3.46) suggests a need for additional technical guidance regarding blog design. The conclusion of this study confirms that weblogs are effectively utilized as an innovative photography learning medium capable of enhancing students' digital literacy and personal branding.

Keywords: *Weblog, Digital Portfolio, Student Perceptions, Photography, Digital Literacy.*

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I. Introduction

The development of information technology requires almost all fields, including education, especially the Educational Technology Study Program, to continue to adapt. Students are not only required to master technical competencies, but also digital literacy competencies, which include the ability to create, manage, and disseminate information ethically.

Digital literacy is the ability to access, manage, understand, integrate, communicate, evaluate, and create information safely and appropriately through digital technology for work, decent work, and entrepreneurship. This includes competencies that are variously referred to as computer literacy, ICT literacy, information literacy, and media literacy. (Unesco, 2018).

In the Photography course at the Educational Technology Study Program, Faculty of Teacher Training and Education, Ibn Khaldun University (FKIP UIKA) Bogor, the main challenge faced is the method of collecting assignments, which is still local (using flash drives or closed Google Drive). This method has fundamental weaknesses: student work is not neatly archived for the long term, it has no audience other than the instructor, and it does not build a positive digital footprint for students.

Masluhah & Afifah (2022) state that the use of electronic portfolios (e-portfolios) is very effective as an assessment tool in the digital age because they are able to record the development of students' competencies authentically and chronologically. This is in line with Yulianto's (2022) research, which states that structured photography assignments, such as photo essays, can build students' character and creativity when managed with good narration. The use of technology in photography learning is relevant to the study by Herniawan & Vivianti (2022), which emphasizes the importance of interactive media in introducing photography techniques. In addition, the aspect of digital literacy formed in students is in line with the findings of Rini et al. (2022), where access to digital technology is positively correlated with students' information management skills.

Therefore, a platform or medium is needed that can function as a place to display work and a space for independent learning. Weblogs offer chronological and interactive portfolio features (Smaldino et al., 2014). The integration of weblogs is expected to change the paradigm from "doing assignments for grades" to "working for a professional portfolio." This study does not focus on comparing test scores, but aims to: (1) Measure the level of acceptance and perception of students regarding the use of weblogs; (2) Analyze the effectiveness of weblogs in motivating students; and (3) Describe students' digital literacy behavior in managing online portfolios.

II. Research Methods

A. Research Design

This study uses a quantitative approach with a descriptive method. The focus of the study is to evaluate the effectiveness of integrating weblogs as digital portfolios for students in the Bachelor of Educational Technology program at the Faculty of Teacher Training and Education, Ibn Khaldun University, Bogor, during the 2024-2025 academic year. The raw scores obtained from the questionnaire were converted into percentages to determine the level of student response tendency. The data interpretation criteria were divided into four categories (1: Strongly Disagree; 2: Disagree; 3: Agree; 4: Strongly Agree) referring to percentage intervals to provide an overview of the degree of effectiveness of weblog integration.

B. Population and Sample

The population in this study consisted of 98 active undergraduate students majoring in Educational Technology at the Faculty of Teacher Training and Education, Ibn Khaldun University, Bogor, for the 2024-2025 academic year who were involved in the digital portfolio program. From this population, a sample of 50 respondents who completed the research instrument was obtained (participation rate of 51%). The sampling technique used was simple random sampling, in which each member of the population had an equal chance of responding to the evaluation of the program being implemented.

C. Research Instruments

Data was collected using a structured questionnaire consisting of 15 statements, which were validated based on five main dimensions: Ease of Use; Motivation & Psychology; Interaction Management & Digital Literacy; and Career Relevance. Each statement item was measured using a 4-point Likert Scale (1: Strongly Disagree; 2: Disagree; 3: Agree; 4: Strongly Agree). The use of an even scale (4 points) aimed to eliminate the tendency of respondents to choose "neutral" or "undecided" answers, so that the analysis results would be more decisive and accurate.

D. Data Analysis Techniques

The data was processed using descriptive statistical techniques. The stages of analysis included:

- 1) Data Tabulation: Compiling the frequency distribution of respondents' answers

for each statement item.

- 2) Mean Value Analysis: Calculating the average score for each indicator to determine the level of student approval.
- 3) Data Interpretation: Convert the average values into quality categories (Strongly Disagree to Strongly Agree).

Formula for Calculating Indicator Achievement Percentage

$$P = \frac{\sum X}{\sum X_{maks}} \times 100\%$$

Description:

P = Percentage sought

$\sum X$ = Actual score obtained (Total score from 50 respondents).

$\sum X_{maks}$ = Ideal maximum score (highest score x number of respondents x number of statements).

Score Interpretation Criteria

After the percentage is obtained, according to research principles (Sudjana or Sugiyono), the percentage result is then entered into the criteria range. For a scale of 4, the range is:

Percentage Range	Criteria/Interpretation
76% - 100%	Very Good / Strongly Agree
51% - 75%	Yes / Agree
26% - 50%	Not Good / Disagree
0% - 25%	Not Good / Strongly Disagree

III. Results and Discussion

A. Research Results

This study involved 50 respondents from the Bachelor of Educational Technology study program for the 2024-2025 academic year. Data were collected through a questionnaire using a 1-4 Likert scale (STS, TS, S, SS). The following is the frequency distribution of respondents' answers for each assessment indicator:

Tabel 1 Frequency Distribution of Student Responses (N=50)

No	Assessment Indicators	STS (1)	TS (2)	S (3)	SS (4)	Mean	Percentage	Category
1	Ease of Use	0	2	23	25	3.46	86.5%	Agree
2	Motivation & Psychology	0	1	21	28	3.53	88.2%	Strongly agree
3	Records Management	0	0	14	36	3.72	93.0%	Strongly agree

No	Assessment Indicators	STS (1)	TS (2)	S (3)	SS (4)	Mean	Percentage	Category
4	Digital Interaction & Literacy	0	0	19	31	3.62	90.5%	Strongly agree
5	Career Relevance	0	0	15	35	3.7	92.5%	Strongly agree
	Average Total	0	0.6	18.4	31	3.61	90.25%	Strongly agree

B. Discussion

Based on the data in Table 1 above, the results of the study show that the integration of weblogs as digital portfolios received a very positive response from Educational Technology students with an overall average score of **3.61** or **90.25%** with a rating of **Strongly Agree**.

1. Excellence in Archive Management and Career Relevance The Archive Management indicator achieved the highest score of 3.72 or 93.0% with the category Strongly Agree. This shows that students feel the main functional benefits of webblogs as a secure and organized "digital closet" for storing their assignments. In line with this, the Career Relevance indicator scored 3.70 or 92.5% with a rating of Strongly Agree, indicating that TP students are highly aware that digital portfolios are crucial instruments for building personal branding and professional competitiveness in the future education industry.

2. Digital Literacy Transformation and Motivation Interaction and Digital Literacy Indicators 3.62 or 92.5% with a rating of Strongly Agree prove that students do not just post assignments on webblogs, but also experience an increase in understanding of copyright ethics and accuracy in describing works (captioning). Psychologically, public exposure on webblogs triggers students' extrinsic motivation to produce higher quality work because it is openly accessible, which is reflected in a score of 3.53 or 88.2% with a rating of Strongly Agree in the Motivation category.

3. Technical Challenges Although still in the positive category, the Ease of Use indicator has the lowest score of 3.46 or 86.5% with an Agree rating. Qualitative findings indicate challenges in maintaining consistency in writing time and difficulties in modifying the blog's aesthetic features. This suggests that Education Technology students from the 2024-2025 cohort still require additional technical support (such as workshops on blog layout design) to reduce barriers to platform usage.

Overall, the use of webblogs is not merely a substitute for conventional assignment collection methods, but rather an effective pedagogical strategy in preparing the digital identity of Educational Technology students. This success is influenced by the high value that students perceive in terms of the benefits for their future careers.

IV. Conclusion

Based on data analysis, it can be concluded that:

1. The use of webblogs as digital portfolios has been very well received by students in the Educational Technology Study Program at UIKA Bogor.

2. Weblogs have proven to be effective as a tool for managing work archives and increasing learning motivation through open publication mechanisms.
3. 3. The use of this media encourages the formation of positive digital literacy patterns, including content curation skills, information design, and digital communication ethics.

This study recommends that this digital portfolio model be maintained and developed into other product-based courses (such as Educational Video or Graphic Design) to strengthen the profile of graduates of educational technology study programs.

V. References

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