

E-PORTFOLIO ASSESSMENT FOR RESEARCH AND SCIENTIFIC PUBLICATION COMPETENCE IN S2 PAI UNZAH

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Abstract

This article formulates an e-portfolio assessment model for developing and evaluating research and scientific publication competence in the S2 PAI Program at Universitas Islam Zainul Hasan Genggong. Graduate research competence develops through an extended process that includes topic exploration, literature synthesis, proposal construction, ethical decision-making, data analysis, academic writing, revision, and dissemination. A single final paper cannot adequately reveal this learning trajectory or distinguish independent scholarly work from last-minute product completion. Using qualitative descriptive library research, this study synthesizes e-portfolio, reflective learning, self-assessment, feedback, research education, and authentic assessment literature. The findings identify three portfolio functions: documenting growth, demonstrating achievement, and supporting scholarly identity. A proposed S2 PAI research portfolio contains a research problem map, annotated bibliography, conceptual framework, methodological rationale, instrument or data corpus, analysis memo, article manuscript, similarity and source audit, reviewer-response simulation, oral presentation, and reflective commentary. Assessment should combine product quality with process evidence, feedback uptake, ethical compliance, and metacognitive reflection. The model also allows lecturers to monitor progress and identify program-level weaknesses in research methods and academic writing. Its novelty lies in integrating research artifacts, publication readiness, reflective judgement, and academic integrity into one longitudinal assessment system.

INTRODUCTION

Research and scientific publication are central graduate competencies, but they are often assessed through isolated products such as a proposal, examination, or final article. These products are important, yet they may conceal the reasoning, revision, and ethical decisions that produced them. They also make it difficult to identify whether a student's competence developed progressively or emerged through intensive external assistance near the deadline.

An e-portfolio is a purposeful digital collection of artifacts accompanied by selection, organization, reflection, and evidence of progress. Research on e-portfolios

indicates that they can support autonomy, self-assessment, goal setting, reflection, and the communication of achievement (Pospíšilová & Rohlíková, 2023). For graduate students, a portfolio can connect coursework, proposal development, thesis preparation, and publication.

S2 PAI research involves both general methodological competence and disciplinary sensitivity. Students need to position Islamic educational problems within scholarship, work responsibly with religious and empirical sources, justify methods, protect participants, interpret data, and produce arguments that contribute to knowledge and practice. Assessment therefore needs to capture process, product, ethics, feedback uptake, and scholarly identity.

This article aims to formulate an e-portfolio assessment model for research and scientific publication competence in S2 PAI UNZAH. The discussion identifies portfolio architecture, artifact selection, criteria, feedback processes, and program-level uses.

LITERATURE REVIEW

E-portfolios as evidence of learning

E-portfolios differ from digital storage because artifacts are intentionally selected and interpreted. A growth portfolio emphasizes development over time, while a showcase portfolio demonstrates final achievement. Graduate assessment benefits from combining both functions: the portfolio should retain early drafts and feedback while also presenting polished research products.

Reflection and evaluative judgement

Reflection is not a descriptive diary. It should explain decisions, evaluate strengths and limitations, connect feedback with revision, and identify future action. Reflection literacy develops when students understand the purpose and quality of reflective work (Chan & Lee, 2021). The portfolio therefore needs structured prompts and criteria rather than an instruction simply to ‘reflect’.

Research assessment and publication readiness

Research competence includes problem formulation, literature synthesis, methodology, ethics, analysis, argument, and communication. Publication competence adds journal selection, adherence to guidelines, citation accuracy, response to review, and responsible authorship. An authentic portfolio can gather evidence across these dimensions and align them with graduate outcomes.

RESEARCH METHODS

This research used a qualitative descriptive library study. Literature on e-portfolios, reflective learning, graduate assessment, feedback, research education, and authentic assessment was analysed alongside the Indonesian higher education quality assurance framework. The focus was on design principles rather than technical comparison of portfolio platforms.

Thematic synthesis identified portfolio purpose, artifact categories, reflective processes, assessment criteria, feedback cycles, and institutional use. These themes were contextualized into a longitudinal S2 PAI research portfolio. The model is a proposal and does not report student portfolio data from UNZAH.

RESULTS AND DISCUSSION

Designing a longitudinal portfolio architecture

The portfolio should begin in research methodology courses and continue through proposal, thesis, and publication stages. A common structure can include orientation, research focus, literature, conceptual framework, methodology, ethics, analysis, manuscript, dissemination, and reflection. A stable architecture makes progress visible while allowing different research topics and methods.

Selecting evidence-rich artifacts

Artifacts should represent decisions rather than merely completed assignments. An annotated bibliography reveals source evaluation; a problem map reveals conceptual boundaries; a methodology memo explains design choices; an analysis memo shows how claims emerged from data; a reviewer-response exercise reveals the ability to engage with critique. Each artifact should include date, version, feedback source, and status.

Combining process and product criteria

Assessment should avoid rewarding a polished final article while ignoring weak process or ethical problems. Process criteria may include consistency of progress, responsiveness to feedback, documentation, source management, and methodological transparency. Product criteria may include originality, theoretical positioning, validity of analysis, argument coherence, academic language, and journal readiness.

Embedding reflection and feedback

At key milestones, students should submit a reflective commentary explaining what changed, why it changed, which feedback was influential, and what remains unresolved. Lecturer and peer feedback can be attached to artifacts, followed by a response. This sequence demonstrates feedback literacy and supports supervision conversations based on evidence rather than general impressions.

Using portfolio data for program improvement

Aggregated portfolio results can reveal recurring difficulties, such as weak literature synthesis, mismatch between questions and methods, insufficient analysis, or citation problems. The program can use these patterns to revise short courses, research clinics, supervision procedures, and publication support. Portfolio assessment thus serves student learning and internal quality assurance.

Table 1. Core components of the S2 PAI research and publication e-portfolio

Portfolio component	Required artifact	Competence evidenced
Research positioning	Problem map and annotated bibliography	Novelty, source evaluation, conceptual focus
Methodological design	Proposal, instrument, and ethics memo	Alignment, feasibility, research responsibility
Analysis and writing	Analysis memo and manuscript versions	Interpretation, argument, academic writing
Publication readiness	Journal fit, source audit, reviewer response	Editorial awareness, integrity, revision capacity

The model integrates longitudinal research development, publication readiness, feedback uptake, academic integrity, and reflective judgement. It treats the portfolio as evidence of becoming a responsible scholar, not merely a repository of assignments.

CONCLUSION

E-portfolio assessment offers a comprehensive way to evaluate research and publication competence in S2 PAI UNZAH. By combining artifacts, versions, feedback, reflection, and final products, it makes the scholarly process visible and supports more valid judgements about independence, methodological competence, and publication readiness.

Implementation requires a common portfolio structure, milestone schedule, rubric, file-naming convention, privacy safeguards, and lecturer calibration. Future research should pilot the model across one cohort, analyse student reflection quality, measure feedback uptake, and examine whether portfolio use improves thesis progress, article quality, and academic integrity.

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