The Influence of Interactive Portfolio Websites on Students' Self-Branding

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ARTICLEINFO

Keywords: interactivity, portfolio website, self-branding, students, digital era

ABSTRAK

This study aims to determine the extent to which portfolio website interactivity influences students' self-branding. The interactivity in question includes navigation features, multimedia, responsiveness, and attractive visual design. The research method used is a quantitative approach with a descriptive correlational design. The sample consisted of 42 students from the digital media and visual communication study program who have active portfolio websites. The research instrument used a 5-point Likert scale questionnaire. The results of the validity and reliability tests showed that all statement items were valid and reliable, with a Cronbach's Alpha value of 0.784 for variable X and 0.935 for variable Y. A simple linear regression analysis showed a positive and significant influence between portfolio website interactivity and students' self-branding, with a regression coefficient value of 0.898 and a contribution of 83.8%. These findings confirm that interactive portfolio websites are a strategic medium in shaping students' professional self-image in the digital era.

INTRODUCTION

1. BACKGROUND OF THE PROBLEM

In today's digital era, advances in information and communication technology have transformed the way individuals present themselves in public spaces, including students. Students are not only required to possess academic competence but also skills in building a self-image, or personal branding. Personal branding is the process of shaping and promoting one's self-image to be recognized positively by a wider audience. In the

student context, self-branding is crucial as a strategy to increase competitiveness in the workplace and other professional environments.

One emerging platform widely used by students to build their personal branding is the interactive portfolio website. These websites contain information such as personal profiles, past work or projects, organizational experience, training, and professional contacts. Unlike traditional social media platforms, interactive portfolio websites are designed with a structure, design, and navigation that reflect the owner's personality and professionalism. These websites also allow for a more organized and visual presentation of information, attracting the attention of visitors, including job recruiters, lecturers, and collaboration partners.

However, despite their increasing use, few academic studies have examined the impact of interactive portfolio websites on student self-branding. Based on the author's initial observations of students in several creative and technology study programs, those with interactive portfolio websites tend to be more professionally recognized and frequently receive opportunities to participate in external projects or activities. This raises the question: do interactive portfolio websites actually contribute directly to student self-branding?

Therefore, this research is crucial to determine the effect of using an interactive portfolio website on the development of students' self-branding. The results are expected to contribute to the literature in digital communication, higher education, and personal branding practices for students in the digital age.

2. Theoretical Study

2.1 Interactive Portfolio Website

An interactive portfolio website is an evolution of the digital portfolio, not only displaying static information but also incorporating interactive features such as animation, video, transition effects, and dynamic and responsive navigation.(, Pamungkas Utomo, & Nursetyo, 2023) An interactive portfolio website is a digital platform that allows users to showcase their work, experiences, and personal information in an interactive format to increase user engagement and appeal. In the student context, this type of portfolio serves not only as a documentation medium but also as a means of communicating professional identity to external parties such as recruiters or academic partners.

2.2 Self-Branding

Personal branding is an individual's strategic effort to create a positive and authentic self-image in the public eye, especially in academic and professional contexts.(Szántó, Papp-

Váry, & Radácsi, 2025)Personal branding encompasses three main aspects: individual brand appeal, differentiation from others, and public recognition. In the student environment, self-branding is not only a means of self-expression but also a crucial tool for enhancing career opportunities, building credibility, and establishing trust with external parties such as recruiters or academics.

2.3 The Relationship between Interactive Portfolio Websites and Personal Branding

Several previous studies have proven that digital media such as portfolio websites have a significant role in strengthening personal branding.(Girard, Pinar, & Lysiak, 2020)found that students who had portfolio websites with interactive elements tended to have stronger self-branding perceptions than those who only used social media or static portfolios. This is because interactive elements create a more engaging and professional visual experience, thereby increasing credibility and a positive impression of the portfolio owner. Interactivity on a website also conveys the impression that an individual possesses strong digital literacy, a key advantage in the modern professional world.

Thus, it can be assumed that interactivity in portfolio websites has significant potential to influence the strength of students' self-branding. This serves as the basis for making the relationship between these two variables the focus of this study.

3. RESEARCH METHODS

This study uses a quantitative approach with a descriptive correlational method, aiming to determine the relationship between the level of interactivity of the portfolio website and students' self-branding perceptions.

3.1. Type of Research

This type of research is quantitative correlational, which aims to measure the extent of the relationship between interactivity in portfolio websites and student self-branding.

3.2. Population and Sample

The population in this study were active students from departments related to digital media and visual communication at a private university in Jakarta. Sampling was carried out using a purposive sampling technique, namely selecting students who already have an active personal portfolio website. The number of samples in this study was 40 respondents, consisting of students in semesters 5 to 8.

3.3. Research Variables

- Independent Variable (X): Portfolio Website Interactivity
  - Indicators: Interface navigation, use of multimedia (images, video, audio), responsive features (contact forms, direct feedback), and adaptive layout.
- Dependent Variable (Y): Student Self-Branding

- Indicators: Professional impression, visual consistency, clarity of identity, and personal appeal to the world of work or industry.

3.4. Data Collection Techniques

Data were collected using an online questionnaire, using a 5-point Likert scale from "Strongly Disagree (1)" to "Strongly Agree (5)". Questions are designed based on indicators from both variables.

3.5. Data Analysis Techniques

- Test the validity and reliability of the instrument using Pearson Product Moment and Cronbach's Alpha

4. RESULTS AND DISCUSSION

4.1 Research Results

This study involved 42 student respondents who had had an active personal portfolio website for at least three months. The questionnaire consisted of 10 items for portfolio website interactivity and 10 items for self-branding, using a 1–5 Likert scale.

4.2 Validity and Reliability Test Results

1. VARIABLE X

Figure 4.1 Results of the Validity Test of Variable X

Correlations

		X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	total_x
X1	Pearson Correlation	1	.707**	.655**	.523**	.522**	.483**	.551**	.535**	.466**	.746**	.674**
	Sig. (2-tailed)		.000	.000	.000	.000	.001	.000	.000	.002	.000	.000
	N	42	42	42	42	42	42	42	42	42	42	42
X2	Pearson Correlation	.707**	1	.473**	.577**	.521**	.560**	.595**	.445**	.501**	.745**	.762**
	Sig. (2-tailed)	.000		.002	.000	.000	.000	.000	.003	.001	.000	.000
	N	42	42	42	42	42	42	42	42	42	42	42
X3	Pearson Correlation	.655**	.473**	1	.352*	.716**	.577**	.582**	.614**	.599**	.782**	.586**
	Sig. (2-tailed)	.000	.002		.022	.000	.000	.000	.000	.000	.000	.000
	N	42	42	42	42	42	42	42	42	42	42	42

X4	Pearson Correlation	.523**	.577**	.352*	1	.429**	.486**	.597**	.431**	.417**	.652**	.462**
	Sig. (2-tailed)	.000	.000	.022		.005	.001	.000	.004	.006	.000	.002
	N	42	42	42	42	42	42	42	42	42	42	42
X5	Pearson Correlation	.522**	.521**	.716**	.429**	1	.635**	.675**	.572**	.812**	.833**	.560**
	Sig. (2-tailed)	.000	.000	.000	.005		.000	.000	.000	.000	.000	.000
	N	42	42	42	42	42	42	42	42	42	42	42
X6	Pearson Correlation	.483**	.560**	.577**	.486**	.635**	1	.848**	.772**	.682**	.852**	.755**
	Sig. (2-tailed)	.001	.000	.000	.001	.000		.000	.000	.000	.000	.000
	N	42	42	42	42	42	42	42	42	42	42	42
X7	Pearson Correlation	.551**	.595**	.582**	.597**	.675**	.848**	1	.688**	.774**	.888**	.748**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000
	N	42	42	42	42	42	42	42	42	42	42	42
X8	Pearson Correlation	.535**	.445**	.614**	.431**	.572**	.772**	.688**	1	.603**	.794**	.695**
	Sig. (2-tailed)	.000	.003	.000	.004	.000	.000	.000		.000	.000	.000
	N	42	42	42	42	42	42	42	42	42	42	42
X9	Pearson Correlation	.466**	.501**	.599**	.417**	.812**	.682**	.774**	.603**	1	.839**	.619**
	Sig. (2-tailed)	.002	.001	.000	.006	.000	.000	.000	.000		.000	.000
	N	42	42	42	42	42	42	42	42	42	42	42
X10	Pearson Correlation	.746**	.745**	.782**	.652**	.833**	.852**	.888**	.794**	.839**	1	.821**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000
	N	42	42	42	42	42	42	42	42	42	42	42
total_x	Pearson Correlation	.674**	.762**	.586**	.462**	.560**	.755**	.748**	.695**	.619**	.821**	1
	Sig. (2-tailed)	.000	.000	.000	.002	.000	.000	.000	.000	.000	.000	
	N	42	42	42	42	42	42	42	42	42	42	42

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Based on the results of the validity test with Pearson correlation between each item (X1–X10) and the total score (total_x), all items showed significant correlation values (r-count between 0.462 – 0.821 with Sig. 0.000–0.002). Because all r-count values > r-table (±0.304) and significant at the 1% level, all items were declared valid.
This shows that each statement item is able to measure the intended variable accurately, so that the instrument is suitable for use in further research without the need for revision or deletion of items.

Figure 4.2. Results of the Reliability Test for Variable X

Reliability Statistics

Cronbach's Alpha	N of Items
.784	10

Based on the results of the reliability test conducted on 10 statement items in variable X, a Cronbach's Alpha value of 0.784 was obtained. This value is in the "high" or "reliable" category because it exceeds the recommended minimum limit of 0.70.

This indicates that all items in variable X have a good level of internal consistency. This means that respondents' answers to these items show a stable pattern and can be reliably used to measure the same construct or variable. With a Cronbach's Alpha value of 0.784, the instrument for variable X is deemed reliable and suitable for use in research. All items have good internal consistency and are able to measure the variable stably.

2. Variable Y

Figure 4.3. Results of the Validity Test of Variable Y

Correlations

		Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	total_Y
Y1	Pearson Correlation	1	.540**	.759**	.426**	.658**	.689**	.453**	.669**	.480**	.708**	.821**
	Sig. (2-tailed)		.000	.000	.005	.000	.000	.003	.000	.001	.000	.000

	N	42	42	42	42	42	42	42	42	42	42	42
Y2	Pearson Correlation	.540**	1	.528**	.628**	.529**	.588**	.644**	.557**	.387*	.522**	.748**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000	.011	.000	.000
	N	42	42	42	42	42	42	42	42	42	42	42
Y3	Pearson Correlation	.759**	.528**	1	.629**	.533**	.453**	.439**	.757**	.403**	.732**	.777**
	Sig. (2-tailed)	.000	.000		.000	.000	.003	.004	.000	.008	.000	.000
	N	42	42	42	42	42	42	42	42	42	42	42
Y4	Pearson Correlation	.426**	.628**	.629**	1	.549**	.600**	.596**	.641**	.555**	.719**	.784**
	Sig. (2-tailed)	.005	.000	.000		.000	.000	.000	.000	.000	.000	.000
	N	42	42	42	42	42	42	42	42	42	42	42
Y5	Pearson Correlation	.658**	.529**	.533**	.549**	1	.799**	.445**	.677**	.792**	.682**	.829**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.003	.000	.000	.000	.000
	N	42	42	42	42	42	42	42	42	42	42	42
Y6	Pearson Correlation	.689**	.588**	.453**	.600**	.799**	1	.556**	.590**	.714**	.681**	.843**
	Sig. (2-tailed)	.000	.000	.003	.000	.000		.000	.000	.000	.000	.000
	N	42	42	42	42	42	42	42	42	42	42	42
Y7	Pearson Correlation	.453**	.644**	.439**	.596**	.445**	.556**	1	.616**	.360*	.616**	.712**
	Sig. (2-tailed)	.003	.000	.004	.000	.003	.000		.000	.019	.000	.000
	N	42	42	42	42	42	42	42	42	42	42	42
Y8	Pearson Correlation	.669**	.557**	.757**	.641**	.677**	.590**	.616**	1	.537**	.861**	.848**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000
	N	42	42	42	42	42	42	42	42	42	42	42
Y9	Pearson Correlation	.480**	.387*	.403**	.555**	.792**	.714**	.360*	.537**	1	.652**	.713**
	Sig. (2-tailed)	.001	.011	.008	.000	.000	.000	.019	.000		.000	.000
	N	42	42	42	42	42	42	42	42	42	42	42

Y10	Pearson Correlation	.708**	.522**	.732**	.719**	.682**	.681**	.616**	.861**	.652**	1	.890**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000
	N	42	42	42	42	42	42	42	42	42	42	42
total_Y	Pearson Correlation	.821**	.748**	.777**	.784**	.829**	.843**	.712**	.848**	.713**	.890**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	42	42	42	42	42	42	42	42	42	42	42

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Based on the validity test results for the 10 items in variable Y, all items showed a significant and strong correlation with the total score. With correlation values ranging from 0.712 to 0.890 and a significance level of 1%, all items were declared valid. Therefore, this instrument is suitable for use in research without the need for revision or deletion of statements.

Figure 4.4. Results of the Reliability Test of Variable Y

Reliability Statistics

Cronbach's Alpha	N of Items
.935	10

Based on the reliability test results, a Cronbach's Alpha value of 0.935 was obtained from 10 questions. This value is considered very high, as it is above the minimum limit of 0.7 commonly used as a reliability standard.

Thus, it can be concluded that:

The Y variable instrument has excellent reliability, is consistent, and can be trusted for use in research. All questionnaire items demonstrate very strong stability and internal consistency.

Figure 5.5 Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method
1	Portfolio Website Interactivity	.	Enter

a. Dependent Variable: Student Self-Branding
b. All requested variables entered.

FIGURE 4.6 Model Summary

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.916a	.838	.834	2,857

a. Predictors: (Constant), Portfolio Website Interactivity

Based on the output in the Model Summary table, a correlation coefficient (R) value of 0.916 was obtained, which indicates that there is a very strong and positive relationship between the interactivity of the portfolio website and student self-branding.

The R Square (R^2) value of 0.838 indicates that 83.8% of the variation in student self-branding can be explained by the interactivity of the portfolio website. In other words, the regression model constructed is able to explain most of the influence of the independent variables on the dependent variable.

The Adjusted R Square value of 0.834 also confirms that the model has a good level of fit and is not too affected by the number of samples or variables.

Meanwhile, the Standard Error of the Estimate value of 2.857 indicates a relatively small level of prediction error, so the model can be said to have high prediction accuracy.

FIGURE 4.7 ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1694,528	1	1694,528	207,572	.000b
	Residual	326,543	40	8,164		
	Total	2021.071	41			

a. Dependent Variable: Student Self-Branding
b. Predictors: (Constant), Portfolio Website Interactivity

Based on the results of the ANOVA (Analysis of Variance) test in the regression model, an F value of 207.572 was obtained with a significance level (Sig.) of 0.000. This value is far below the significance limit of 0.05, so it can be concluded that the regression model used is statistically significant.

This indicates that the Portfolio Website Interactivity variable simultaneously has a significant effect on Student Self-Branding. Therefore, the constructed regression model is suitable for explaining the relationship between the two variables.

FIGURE 4.8 Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	2,248	1,129		1,992	.053
	Portfolio Website Interactivity	.898	.062	.916	14,407	.000

a. Dependent Variable: Student Self-Branding

There is a significant and strong correlation between portfolio website interactivity and student self-branding. The more interactive a portfolio website is, the greater the student's self-branding value.

4.2 Discussion

The results of this study indicate that portfolio website interactivity has a positive and significant effect on student self-branding. Based on the results of a simple linear regression analysis, a regression coefficient value of 0.898 was obtained, which means that every 1 unit increase in portfolio website interactivity will increase students' self-branding scores by 0.898 units. With a significance value of 0.000 (<0.05), this effect is statistically significant.

Furthermore, the coefficient of determination ($R^2 = 0.838$) indicates that 83.8% of the variation in the student self-branding variable can be explained by the portfolio website interactivity variable, while the remaining 16.2% is explained by other variables outside the model. This indicates that an interactively designed portfolio website can make a significant contribution to positive self-perceptions of students in the professional world.

The standardized beta coefficient value of 0.916 also indicates that portfolio website interactivity has a strong influence on student self-branding. Thus, interactivity—through elements such as visual appearance, navigation, multimedia, and responsive features—is a key determinant in shaping students' professional image in the digital age.

These findings reinforce the theory and findings of previous research, such as those revealed by Girard, Pinar, & Lysiak (2020) and Szántó, Papp-Váry, & Radácsi (2025), which stated that the presence of interactive digital media, particularly in the form of portfolio websites, can improve public perception of individuals as credible and trustworthy professionals. In the context of students, the use of interactive portfolio websites can build an impression of professionalism, clarify self-identity, and increase attractiveness to potential employers or academic partners.

Interactive features on portfolio websites, such as animations, video presentations, intuitive navigation buttons, and responsive designs for various devices (mobile and desktop), transform the website into not only an informational medium but also a strategic communication tool. Interactivity creates a more personalized and immersive

user experience, ultimately creating a stronger and more authentic image for the portfolio owner.

Given these results, it's crucial for students, especially those in digital media and visual communication, to not only have a digital portfolio but also pay attention to its level of interactivity. This aligns with the demands of today's professional world, which values technical expertise and the ability to present oneself digitally.

5. CONCLUSION

Based on the results of the analysis and discussion, it can be concluded that:

1. The interactivity of a portfolio website has a positive and significant impact on student self-branding. The more interactive a website is, the stronger the student's perceived self-image.
2. As much as 83.8% of the variation in students' self-branding can be explained by the interactivity of portfolio websites, indicating that interactive digital media has a major contribution in forming strong and professional personal branding.
3. These findings reinforce the importance of digital literacy and technological mastery in supporting students' personal branding strategies. Portfolio websites serve not only as documentation but also as an effective way to present one's identity and qualities in the digital age.

THANK-YOU NOTE

The author would like to thank all student respondents who took the time to complete the questionnaire for this study. He also thanks his supervisor and the Sukma Medan School of Management for their support and facilities throughout the research process. Without the contributions and assistance of various parties, this research would not have been possible. He also thanks his family for their unwavering support throughout my journey to writing this article.

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