

## Exploring the Use of Padlet in Synchronous Learning: Students' Perceptions of its Advantages and Disadvantages

Fauzul Etfita<sup>1</sup>, Sri Wahyuni<sup>2</sup>, Estika Satriani<sup>3</sup>, Alber<sup>4</sup>, Asnawi<sup>5</sup>,

<sup>12345</sup>*Universitas Islam Riau, Indonesia*

*e-mail: fauzuletfita@edu.uir.ac.id*

*e-mail: wahyunis@edu.uir.ac.id*

*e-mail: estikasatriani@edu.uir.ac.id*

*e-mail: alberuir@edu.uir.ac.id*

*e-mail: asnawi@edu.uir.ac.id*

### Abstract

*As a result of the Covid-19 epidemic, educators in Indonesia have had experience dealing with synchronous learning, which has challenged them to select an interesting and engaging method, strategy, or tool to aid the teaching and learning process. Padlet was eventually chosen as the solution to this study. Padlet is a virtual wall that is used to build students' interest in learning English, specifically writing. In this study, the researchers used a descriptive quantitative research design with a sample of 96 students to assess their perceptions of using Padlet as a virtual wall. Numerous factors such as utility, knowledge, engagement, enjoyment, motivation, and ease of use were determined through a questionnaire-based survey which was then distributed as benefits and drawbacks of using Padlet. According to the findings, the students agreed that Padlet provided several benefits to their learning process. On the other hand, students disagreed with Padlet's disadvantages. Therefore, the result implied that the expectation to enhance knowledge is the major factor influencing students' perceptions of the Padlet utilization in synchronous learning.*

**Keywords:** *padlet, perceptions, synchronous learning*

## **1. INTRODUCTION**

The shift of education during the Covid-19 epidemic from traditional to online learning has challenged all educational institutions in Indonesia such as pre-schools, schools, and universities to create a new learning environment, synchronous and asynchronous learning environments. The synchronous learning environment must be focused on the importance or exaltation of the relationship that exists between the instructor and peers, and the teachers' ability in managing the synchronous learning and teaching process (Saidi et al., 2021). Moreover, current educational learning environment trends are expected to produce an atmosphere in which synchronous learning is no longer limited to an independent activity (Mehta et al., 2021).

The utilization of technologies has been massively applied since synchronous learning was implemented in the educational aspect. After years of experience in synchronous learning environment, a paradigm shift has occurred with online education, which has grown in popularity to the point of near-permanence, even in the aftermath of the COVID-19 epidemic. It is an unavoidable step in integrating technology into our teaching-learning process, as it enables us to educate students in ways that are not only comfortable for them, but also meet the demands of twenty-first-century technology (Mishra et al., 2020). Consequently, whether teachers or students, was experienced in using various electronic mediums represented by the internet to provide qualified teaching and learning process (Coman et al., 2020).

Furthermore, the teaching and learning process in the twenty-first century is significantly reliant on technology. The use of computers and the internet is critical in improving knowledge acquisition in general, and English language mastery in particular. The adoption of technology tries to enhance educational quality and provide both instructors and students confidence and competitiveness in today's global environment (Paudel, 2021). Technology utilization impacts teachers' and students' performance, such as more efficient and successful teaching and learning process, reducing workload, breaking classroom routines, providing materials, and saving teaching class time. (Alghasab et al., 2020).

The utilization of early modern methodologies and technology can result in a greater understanding and development of fundamental abilities. Computers, the internet, mobile phones, online audio and video conferencing, and innovative applications have improved the engagement and efficiency of the teaching and learning process. Kolobe & Mihai (2021) state that using technology will increase the efficiency and effectiveness of learning, as well as the way of adapting a set of learning strategies (Gao & Shen, 2021). It is believed that incorporating technology into English class can help students improve their writing and reading abilities, as well as their speaking and listening abilities. It is also believed that technology utilization into English instruction can help students develop cooperation, creativity, autonomous learning, and reflection in the English language classroom.

Moreover, language-learning procedures have evolved into interactive activities incorporating many technical mediums and methodologies in today's synchronous learning environment. According to recent research and studies on this subject, Lazebna & Prykhodko (2021) state that the use of media, audio, and visuals in synchronous classes encourages collaboration between the teacher and students. In order to deliver synchronous

online courses, interactive virtual classroom platforms like those provided by Zoom, Adobe Connect, and Collaborate can be used (Flynn-Wilson & Reynolds, 2020). Besides, the use of those platforms in synchronous class can be combined with other learning tools and applications such as Edpuzzle, Flipgrid, Padlet, and Quizlet (Ipek & Ustunbas, 2021).

Furthermore, technology has enabled the dissemination of instructional information in a variety of ways. The use of various online resources has definitely been normalized, and it may well assist them in transitioning from language learners who see foreign language as a goal in itself to language users who can use their knowledge of the language in actual performance. Addressing this new reality as an educator may improve students' learning experiences, increase sources of motivation, and create a more authentic and student-centered atmosphere (Yurieva et al., 2021). In conclusion, the purpose of this study was to know how Padlet application can support teaching activities and enhance the students' interest in writing class. The researchers decided to explore the students' opinions on the utilization of Padlet in synchronous learning in terms of its advantages and disadvantages. Especially, this study discussed the question: What are the advantages and disadvantages of utilizing Padlet in synchronous learning?

## **2. LITERATURE REVIEW**

Throughout epidemic time, technology become a primary medium (Pustika, 2020). The educators and students are driven to adopt free digital electronic tools in order to meet contemporary educational demands. Zoom, Google Meet, Webex, WhatsApp, and LINE become some useful substitutes for classroom-based instruction since they encourage interaction between lecturers and students (Muthuprasad et al., 2021). Teachers can use this application to publish materials such as PowerPoint presentations or videos, assign homework, and interact with the students. Similarly, the students will be able to see the materials and submit their assignments. As a result, teaching and learning can continue to operate normally (Jamiludin & Darnawati, 2021). Another digital tool used by the lecturers is learning management systems (LMS) such as google classroom, Edmodo, Moodle, or other kinds of LMs which are popular in one country. (Nguyen, 2021) states that LMS has become the main platform for university learning administration such as combining schooling announcements, lecture presentations, test revision, submission, online assignment, and course registration.

Besides LMSs, the utilization of Computer Assisted Language Learning (CALL) during video conferencing are suggested to collaborate, search, create, and deliver synchronous live lesson as well as asynchronous lesson. The advantage of having an experienced CALL educator is that the educator might serve as a role model for the students. Since knowledge is created via experience transformation, the students were instructed on how to solve problems, use proper language, and become conscious of knowledge gaps by engaging with the educators using a collaborative CALL tool (Huong & Hung, 2021). Hence, the use of collaborative tools is offered to enable students to work in groups (Mucundanyi & Woodley, 2021).

In addition, English as a foreign language is required for enrollment in each major of the university. It aims to provide foreign language skills to students from non-English departments. Students must not only learn the language itself but also how to use various

tools and applications, as media usage is critical to the learning process and can convey information more effectively than verbal communication can. The learning experience may become more engaging, thereby increasing the motivation of the learners. Learning media must be used appropriately to ensure that learning objectives are met (Kharis, Ebner, et al., 2020).

Furthermore, the teaching and learning process encourages the use of media such as computers both inside and outside of the classroom, during synchronous and asynchronous learning, so that students may study at their own speed. In terms of using media in learning, educators may readily select current media resources inside lectures to increase interest in and enhance understanding of the content being taught. In line with that online teaching and learning necessitate specific knowledge, namely in the design and organization of greater learning experiences and the creation of different learning environments using the technology (Rapanta et al., 2020).

The technological tools employed in teaching and learning have an impact on learning satisfaction, engagement, and sustained effort in learning (Ariyanti & Anam, 2021). One of web-based communication technologies widely used in education is Padlet. Padlet (padlet.com) is a collaborative learning platform that is interactive. Additionally, Padlet is a web-based application that creates an online virtual wall related to a pinboard on which users can upload multimedia items. Students may upload documents, questions, comments, photographs, videos, and audio recordings, which they may view at any time. (Mehta et al., 2021).

Furthermore, a variety of CALL tools can be promoted to support the teaching and learning process. A Web-based CALL is among the common tools utilized during video conferencing. In this research, the researchers investigated the students' perceptions toward the use of one of the famous CALL tools, Padlet as an online virtual wall, where lecturers and students can share, reflect, and collaborate on a platform called Padlet (Kharis, Dameria, et al., 2020). In addition, (Etfita & Wahyuni, 2020) mention that Padlet is a web-based interactive tool that can be used to facilitate communication between lecturers and students and that a Padlet wall can contain an unlimited number of postings, with collaborators able to comment, share, and create posts for a variety of purposes without requiring an account (Dianati et al., 2020).

### **3. RESEARCH METHODS**

The descriptive quantitative research design was employed to reveal the students' perceptions toward the utilization of Padlet in learning English. The subject was the students who have been following the English class for a semester in 14 times of meetings. A questionnaire of 20 questions was distributed in terms of advantages and disadvantages to the 96 numbers of students in a private University in Riau Province, Indonesia. There are ten questions about students' preferences of Padlet's advantages and ten questions about its disadvantages of Padlet. The questionnaire was distributed to the students through google form to gather the data. The questionnaire used in this research is presented in Table 1 as follows:

**Table 1.** Items of Questionnaire

No	Advantages	Disadvantages
1.	Padlet allows me to learn at my own pace and in my own environment.	Padlet is not accessible to me due to technical difficulties.
2.	Padlet allows for the easy and quick sharing and understanding of educational material.	Padlet reduces my social and cultural interaction.
3.	Padlet allows me to improve my teamwork and interact with other students.	As e-learning tool, Padlet provides inappropriate content.
4.	Padlet's comprehensive features make me feel more confident about enrolling in college.	Padlet lacks readiness in students learning to access.
5.	Padlet increase my interest in the possibility of working with e-learning.	Padlet's Internet connections are slow when in use.
6.	Padlet accommodates various types of learning styles, which keeps me interested in learning.	Padlet requires users to make an initial investment in order to gain access to the platform.
7.	Padlet helps me understand the material by making me more responsive.	Padlet is difficult to use for students who lack computer skills.
8.	Padlet provides a wide range of interactions.	Padlet reduces students' awareness of learning styles in virtual environments.
9.	Padlet gives me confidence in my ability to study.	Padlet is difficult to use for students with limited internet skills.
10.	Padlet makes it simple for me to stay up to date on the status of my learning materials.	Padlet hinders my ability to learn on my own.

Furthermore, after collecting data through the use of questionnaire, the researchers computed and analyzed it quantitatively using SPSS's descriptive analysis program. Additionally, a normality test was used to determine whether the data set was well-modeled by a normal distribution and to compute the normal distribution of the underlying variable.

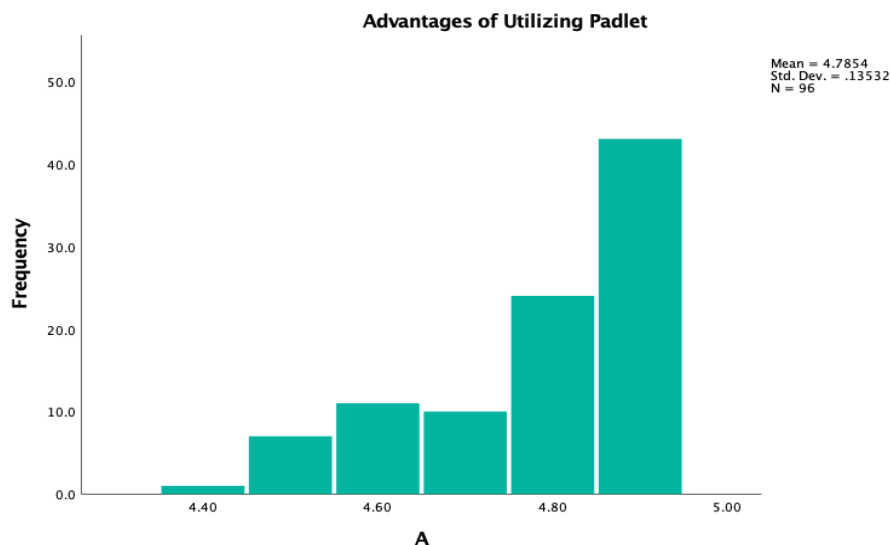
#### 4. RESULTS AND DISCUSSION

The finding of this research presented the advantages and disadvantages of Padlet utilization in synchronous learning which are the focus of this research. First, the researchers describe the data of students' preferences in utilizing the Padlet. Then, the data was computed by using a normality test. The result is presented in detail as follows:

▪ **Table 2.** The Advantages of Padlet

No	N	Sum	Mean	Std. Deviation
A1	96	456	4.75	.435
A2	96	459	4.78	.440
A3	96	443	4.61	.510
A4	96	480	5.00	.000
A5	96	433	4.51	.503
A6	96	471	4.91	.293
A7	96	456	4.75	.435
A8	96	474	4.94	.243
A9	96	466	4.85	.355
A10	96	456	4.75	.435
<b>Valid N (listwise)</b>	96			

Table 2 describes the students' preferences of utilizing Padlet in term of advantages where each statements mean score is in the high level. As the highest mean score, fourth statement got the perfect point (M=5.00, S.D= .000), it indicates that the students more confident in joining the class since Padlet provides complete features as a virtual wall. Not only that, the students also agreed that Padlet offers wide and diverse interaction, it is proved by the score (M=4.94,S.D= .243). Then, the result illustrates that Padlet can accommodate different type of learning style to make students interested in learning (M=4.91, S.D= .293). Next, the students believed that Padlet as a virtual wall could help them in increasing their confident and assisting the learning process, it was proved by the score (M=4.85, S.D= .355). Furthermore, Padlet is an easy use web-based application to share materials and answers of the learning (M=4.78, S.D= .440). There are three statement that score the same score (M=4.75, S.D= .435). They are Padlet has flexibility in term of time and place for learning, it makes the students responsive in understanding the materials and, and the students can easily notice the updating materials. In addition, the findings in Table 2 shows two statements at the lower score. They are Padlet improve teamwork and interactive with other students (M=4.62, S.D= .510) and Padlet makes me interested to possibility to working with e-learning (M=4.51, S.D= .503).



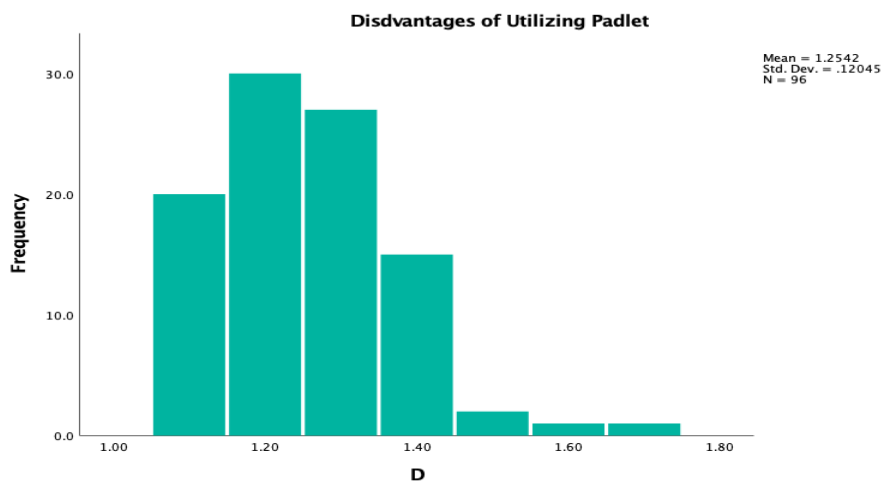
**Figure 1.** The Mean of Students' Preferences of the Padlet in term of Advantages

Finally, after computing the data from each item of the questionnaire, it is determined that the mean score for students' perceptions regarding the advantages of using Padlet in synchronous learning is 4.78, as illustrated in Figure 1. This indicates that the majority of students believe Padlet makes learning more appealing, assists students in exploring new information, facilitates knowledge sharing among colleagues, and makes online learning an exciting and motivating (Sudusinghe et al., 2021).

**Table 3.** The Disadvantages of Padlet

No	N	Sum	Mean	Std. Deviation
D1	96	100	1.04	.201
D2	96	107	1.11	.320
D3	96	96	1.00	.000
D4	96	101	1.05	.223
D5	96	110	1.15	.383
D6	96	97	1.01	.102
D7	96	112	1.17	.427
D8	96	139	1.45	.630
D9	96	126	1.31	.488
D10	96	216	2.25	.435
Valid N (listwise)	96			

Otherwise, Table 3 presents the students’ preferences of utilizing Padlet in term of disadvantages. From nine of ten, the students strongly disagree with the statements. First, they did not agree about technological issues in accessing Padlet (M=1.04, S.D .201), Padlet makes them reduced social and cultural interaction (M=1.11, S.D= .320), Padlet offers inappropriate content (M=1.00, S.D= .000), lack readiness in assisting students (M=1.05, S.D= .223), and Padlet has slow internet connection during its use (M=1.15, S.D= .383). Then, because Padlet is a free access application, it also against the sixth statement. It was about Padlet that offer up-front investment for users to purchase to access the application. In addition, the students also strongly disagree about the statements that mention Padlet is difficult for students with weak technology skill (M=1.17, S.D= .427) and internet skill (M=1.31, S.D= .488), Padlet makes less awareness of students to learn with learning style in virtual environment (M=1.45, S.D= .630). The last, the students disagree that Padlet could make them weak in self-directed learning (M=2.25, S.D= .435).



**Figure 2.** The Mean of Students’ Preferences of the Padlet in terms of disadvantages

A result of the mean score of each item of the questionnaire has been presented in Table 1, then the researchers analyzed the findings and found that the mean score of students' perceptions of Padlet in synchronous learning in terms of advantages is 1.25 as presented in Figure 2. The data indicates that, on average, respondents expressed positive attitudes toward the use of Padlet, as none of them disagreed with statements about the disadvantages of their learning activities. They believed Padlet was an easy-to-use and interesting writing application (Jong & Kim Hua, 2021).

**Table 4.** Normality Test

			<b>Std. Error</b>
<b>A</b>	<b>Mean</b>	4.7854	.01381
	<b>95% Confidence Interval for Mean</b>	<b>Lower Bound</b>	4.7580
		<b>Upper Bound</b>	4.8128
	<b>5% Trimmed Mean</b>	4.7961	
	<b>Median</b>	4.8000	
	<b>Variance</b>	.018	
	<b>Std. Deviation</b>	.13532	
	<b>Minimum</b>	4.40	
	<b>Maximum</b>	4.90	
	<b>Range</b>	.50	
	<b>Interquartile Range</b>	.20	
	<b>Skewness</b>	-1.005	.246
	<b>Kurtosis</b>	-.105	.488
<b>D</b>	<b>Mean</b>	1.2542	.01229
	<b>95% Confidence Interval for Mean</b>	<b>Lower Bound</b>	1.2298
		<b>Upper Bound</b>	1.2786
	<b>5% Trimmed Mean</b>	1.2465	
	<b>Median</b>	1.2000	
	<b>Variance</b>	.015	
	<b>Std. Deviation</b>	.12045	
	<b>Minimum</b>	1.10	
	<b>Maximum</b>	1.70	
	<b>Range</b>	.60	
	<b>Interquartile Range</b>	.10	
	<b>Skewness</b>	.804	.246
	<b>Kurtosis</b>	1.142	.488

The result of the normality test in Table 4 shows that the advantages of Padlet have skewness = -1.005 (left-skewed) and kurtosis = -.105 (platykurtic), so we can interpret the sample skewness and kurtosis of our variables in relation to that. It can be said that the data distribution in students' perceptions in utilizing Padlet in terms of advantages can be considered normal. For disadvantages of Padlet, the skewness is .805 and the kurtosis is 1.142 (leptokurtic).

This result above is in line with the findings encountered by Mahmud (2019). The ability to easily store the work and add extra components to make it more appealing to



potential readers was valued by the students. According to one student, they were better able to recognize their strengths and weaknesses and determine whether they could improve their work. Besides, students were able to participate in an effective discussion by offering comments and suggestions for improvement to their peers because peer feedback was used as part of this alternative assessment method that encourages assessment for learning. As they searched for information and ideas, kept track of their progress, and interacted with one another's texts, students believed that they were able to develop their linguistic skills. Additionally, they were able to acquire knowledge of various fields' content that would be useful for the remaining modules (Meletiadou, 2021).

In addition to the findings above, the advantages of utilizing Padlet during synchronous learning in relation to interaction as reported by several researchers. The study findings by Oyaid & Safyah Aldayel (2022) claim that using Padlet to create small learning communities helped students at developing their knowledge and their psychological and cognitive engagement. The conclusions drawn from this study's findings suggest that Padlet is a useful tool for getting students to participate in class, interact with one another and their lecturers, develop group projects, and become self-directed learners. This differs significantly from the traditional teaching approach, which gives students no options (Waltemeyer & Hembree, 2021). They mention that educators can easily share all the information and communicate related to a course or subject with students through Padlet, a virtual file room.

## **5. CONCLUSION**

Since facing online learning because of the Covid-19 epidemic, educators in Indonesia have a wealth of experience with online learning, which presents them with the challenge of selecting an engaging and motivating method, strategy, or media to aid in teaching and learning. To aid in the success of the teaching and learning process, educators attempted to incorporate various forms of technology into the learning process. There are several popular platforms for language learning nowadays, including Learning Management Systems, Computer-Assisted Language Learning, and Mobile-Assisted Language Learning. The researchers concentrated on Padlet's use, the students' perceptions of its advantages, and the advantages. This application can function as a virtual wall, facilitating the delivery of materials to students and teachers.

According to the findings of the research, students concurred that Padlet has a number of advantages for teaching and learning. Students can learn whenever and wherever they want, as well as interact with one another, through the application. As a result, the students developed a sense of self-confidence and motivation. On the other hand, students disagreed with statements asserting that Padlet is detrimental to social behavior, content learning, and readiness for learning. The students discovered that Padlet is an incredibly simple-to-use application that allows for a wide variety of interactions.

## REFERENCES

- Alghasab, M. B., Alfadley, A., & Aladwani, A. M. (2020). Factors Affecting Technology Integration in EFL Classrooms: The Case of Kuwaiti Government Primary Schools. *Journal of Education and Learning*, 9(4), 10. <https://doi.org/10.5539/jel.v9n4p10>
- Ariyanti, & Anam, S. (2021). Technology-Enhanced Paraphrasing Tool to Improve EFL Students' Writing Achievement and Enjoyment. *JELTL (Journal of English Language Teaching and Linguistics)*, 6(3), 715–726. [www.jeltl.org](http://www.jeltl.org)
- Coman, C., Țiru, L. G., Meseșan-Schmitz, L., Stanciu, C., & Bularca, M. C. (2020). Online teaching and learning in higher education during the coronavirus pandemic: Students' perspective. *Sustainability (Switzerland)*, 12(24), 1–22. <https://doi.org/10.3390/su122410367>
- Dianati, S., Nguyen, M., Dao, P., Iwashita, N., & Vasquez, C. (2020). Student perceptions of technological tools for flipped instruction: The case of padlet, kahoot! and cirrus. *Journal of University Teaching and Learning Practice*, 17(5), 1–16. <https://doi.org/10.53761/1.17.5.4>
- Eftita, F., & Wahyuni, S. (2020). Developing english learning materials for mechanical engineering students using padlet. *International Journal of Interactive Mobile Technologies*, 14(4), 166–181. <https://doi.org/10.3991/IJIM.V14I04.12759>
- Flynn-Wilson, L., & Reynolds, K. E. (2020). Student Responses to Virtual Synchronous, Hybrid, and Face-to-Face Teaching/Learning. *International Journal of Technology in Education*, 4(1), 46. <https://doi.org/10.46328/ijte.43>
- Gao, C., & Shen, H. Z. (2021). Mobile-technology-induced learning strategies: Chinese university EFL students learning English in an emerging context. *ReCALL*, 33(1), 88–105. <https://doi.org/10.1017/S0958344020000142>
- Huong, L. P. H., & Hung, B. P. (2021). Mediation of digital tools in english learning. *LEARN Journal: Language Education and Acquisition Research Network*, 14(2), 512–528.
- Ipek, O. F., & Ustunbas, Z. (2021). Applications Used in Distance Education in English Language Education. *Journal of English Teaching*, 7(3), 260–272. <https://doi.org/10.33541/jet.v7i3.3027>
- Jamiludin, J., & Darnawati, D. (2021). History Learning through Online Learning During COVID-19 Pandemic: Teachers and Students Respond. *Jurnal Pendidikan Progresif*, 11(1), 12–26. <https://doi.org/10.23960/jpp.v11.i1.202102>
- Jong, B., & Kim Hua, T. (2021). Using padlet as a technological tool for assessment of students' writing skills in online classroom settings. *International Journal of Education and Practice*, 9(2), 411–423. <https://doi.org/10.18488/journal.61.2021.92.411.423>
- Kharis, Ebner, M., Wijayati, P. H., Hidayat, E., & Afifah, L. (2020). Microblogging with padlet: Students' new writing experience on A2-B1 common european framework of reference for languages (CEFR). *International Journal of Emerging Technologies in Learning*, 15(1), 176–187. <https://doi.org/10.3991/ijet.v15i01.11804>
- Kharis, M., Dameria, C. N., & Ebner, M. (2020). Perception and Acceptance of Padlet as a Microblogging Platform for Writing Skills. *International Journal of Interactive Mobile Technologies*, 14(13), 213–220. <https://doi.org/10.3991/ijim.v14i13.14493>

- Kolobe, L., & Mihai, M. (2021). The integration of technology in supporting progressed learners in english first additional language comprehension. *Perspectives in Education*, 39(2), 303–323. <https://doi.org/10.18820/2519593X/pie.v39.i2.21>
- Lazebna, N., & Prykhodko, A. (2021). Digital discourse of english language acquisition. *Journal of Language and Linguistic Studies*, 17(2), 971–982. <https://doi.org/10.52462/jlls.67>
- Mehta, K. J., Miletich, I., & Detyna, M. (2021). Content-specific differences in padlet perception for collaborative learning amongst undergraduate students. *Research in Learning Technology*, 29(1063519), 1–19. <https://doi.org/10.25304/rlt.v29.2551>
- Meletiadiou, E. (2021). Using Padlets as E-Portfolios to Enhance Undergraduate Students' Writing Skills and Motivation. *IAFOR Journal of Education: Undergraduate Education*, 9(5), 67–83.
- Mishra, L., Gupta, T., & Shree, A. (2020). Online teaching-learning in higher education during lockdown period of COVID-19 pandemic. *International Journal of Educational Research Open*, 1(September), 100012. <https://doi.org/10.1016/j.ijedro.2020.100012>
- Mucundanyi, G., & Woodley, X. (2021). Exploring Free Digital Tools in Education. *International Journal of Education and Development Using Information and Communication Technology (IJEDICT)*, 17(2), 96–103.
- Muthuprasad, T., Aiswarya, S., Aditya, K. S., & Jha, G. K. (2021). Students' perception and preference for online education in India during COVID -19 pandemic. *Social Sciences & Humanities Open*, 3(1), 100101. <https://doi.org/10.1016/j.ssaho.2020.100101>
- Nguyen, N. T. (2021). A study on satisfaction of users towards learning management system at International University – Vietnam National University HCMC. *Asia Pacific Management Review*, 26(4), 186–196. <https://doi.org/10.1016/j.apmr.2021.02.001>
- Oyaid, A., & Safyah Aldayel, A. (2022). The Effect of Forming Small Learning Communities through Padlet in Knowledge Building and Psychological and Cognitive Engagement for University Students. *TOJET: The Turkish Online Journal of Educational Technology*, 21(1).
- Paudel, P. (2021). Information and Communication Technology in Foreign Language Classes in English: Roles and Practices. *International Journal of Technology in Education and Science*, 5(1), 37–55. <https://doi.org/10.46328/ijtes.179>
- Pustika, R. (2020). Future English Teachers' Perspective towards the Implementation of E-Learning in Covid-19 Pandemic Era. *Journal of English Language Teaching and Linguistics) e-ISSN*, 5(3), 383–391. [www.jeltl.org](http://www.jeltl.org)
- Rapanta, C., Botturi, L., Goodyear, P., Guàrdia, L., & Koole, M. (2020). Online University Teaching During and After the Covid-19 Crisis: Refocusing Teacher Presence and Learning Activity. *Postdigital Science and Education*, 2(3), 923–945. <https://doi.org/10.1007/s42438-020-00155-y>
- Saidi, R. M., Sharip, A. A., Abd Rahim, N. Z., Zulkifli, Z. A., & Md Zain, S. M. (2021). Evaluating Students' Preferences of Open and Distance Learning (ODL) Tools. *Procedia Computer Science*, 179(2019), 955–961. <https://doi.org/10.1016/j.procs.2021.01.085>

Fauzul Eftita et al.

- Sudusinghe, W., Rajapaksha, R., & Kumara, W. G. C. (2021). *Assessing the Students' Perception on the Effectiveness of Using Padlet in English Language Learning*. September.
- Waltemeyer, S., & Hembree, J. R. (2021). Padlet: The Multipurpose Web 2.0 Tool. *Journal of Instructional Research*, 10, 93–99.
- Yurieva, O., Musiichuk, T., & Baisan, D. (2021). Informal English Learning With Online Digital Tools: Non-Linguist Students. *Advanced Education*, 8(18), 90–102. <https://doi.org/10.20535/2410-8286.223896>