

Students' Perception of Online Learning-based Padlet during Pandemic

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ABSTRACT

This study aims to investigate the perceptions of online learning occurring during the COVID-19 pandemic. This study was applied as a case study design. The population of the research was all the second-semester students of English Language Education at one of the private universities in Riau, Indonesia. The population in this study was 173 students, while the sample was selected using random cluster sampling, amounting to 79 students. Data were collected by a questionnaire consisting of 18 questions from five components of online learning using a 5 Likert Scale. The data presented that the dominant percentage of total students gave a positive preference for utilization of Padlet as online learning media.

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1. INTRODUCTION

The Covid-19 pandemic has brought drastic changes in the education system in Indonesia and around the world. Besides the economy, one that has a big impact on life is education, how this virus destroys the existing education system as usual. The teachers and students are required to carry out online learning activities as a response to government policy for learning during a pandemic.

Online platforms have made education possible and open to all students (Efriana, 2021). Because following the current COVID-19 pandemic, online classes at the school level have become mandatory by the education board. While online and distance education has been around for a long time, the introduction of an online mode of classroom-taking compared to the traditional face-to-face approach in schools has occurred in Indonesia only in recent years. The face-to-face approach to the classroom is always the most widely used in the Indonesian education system. On the other hand, the Covid-19 Pandemic force learning system changed to online learning and has been popular. Many online platforms can be utilized in teaching that can increase learning experiences (Boasberg et al., 2019; Mucundanyi & Woodley, 2021) as synchronous or asynchronous modes.

In addition, online learning education is organized by utilizing information and communication technology (ICT) (Al-Ansi et al., 2021). A well-integrated system allows students to get all the required lecture information and can carry out the learning system properly (Mishra et al., 2020). The output

obtained from this learning system is also not inferior to conventional lectures. An online learning system results from sharing information and activities that occur electronically by using computer-based media.

Synchronous and asynchronous learning experiences influenced students' satisfaction with learning (Peterson et al., 2018). Synchronous learning is commonly facilitated through meeting conference applications such as Zoom, Google Meet, Webex, Microsoft Support, and other conference features from LMS (Learning Management System). In addition, Asynchronous learning can be carried out by enormous digital tools and Padlet (<http://Padlet.com>). It is an online virtual board that can be utilized to organize learning content visually appear on the wall to achieve learning objectives (DeWitt et al., 2015; England, 2017; Health et al., n.d.; Siu, 2017). It can work with many types of files (Ahmad, 2019), such as Google Drive, YouTube, PDF, Slide Presentation, and other links. Because of that, the teacher can design learning activities creatively, including transferring learning materials, tasks, and evaluations.

Padlet allows users to design learning material attractively, for instance, by posting relevant video presentations or simulations which have been uploaded on YouTube, and then the teacher can post it on the Padlet wall (Syahrizal & Rahayu, 2020). Besides, the teacher can give several online quizzes to strengthen students' comprehension of learning material that is designed through Kahoot, and the play game links and pins can be uploaded on the Padlet wall. Thus, Padlet can be integrated with other digital tools to enhance the teaching and learning process with various experiences of online learning to achieve the learning objectives (Ali, 2021; Health et al., n.d.; Kucirkova et al., 2018).

Furthermore, Padlet allows students to work collaboratively (Awaludin et al., 2017; Fisher, 2017) and do collaborative discussion (Etfita & Wahyuni, 2021) at the same time for distance communication. Other features provided are screen capturing, which allows teachers to do screen records through Padlet directly. Organizing content inside one homepage or linking one homepage to another can be done easily with one click (Ahmad, 2019).

Moreover, the utilization ICT as online learning can be influenced by several factors such as students' educational background, students' computing literacy, students' characters, students' learning style and multiple intelligence, students' obstacles during online learning (online learning barriers), students' attention, learning content (suitability, format preferences), instructional design, organizational specifics, preferences of online learning infrastructure, preferences of online learning mode, technical capabilities available to respondents, collaboration, accessibility available to respondents, motivation, attitudes and interest, performance-self-efficacy (the student sense their effectiveness in the online learning environment, and learning outcomes) (Fetaji et al., 2018). These factors can be responded to as positive or negative preferences by the students. Therefore, this study tried to investigate students' preference for online learning utilization toward their learning experience through Padlet.

This study is, therefore, to understand the students' views of this modern paradigm of online learning by assessing their understanding of online learning and the use of technology, Identifying its applications and advantages, and problems from the perspective of the students. Hence this analysis is a study of needs evaluation to consider online learning expectations from the point of view of a student. This research intends to explore students' perceptions about online learning in this condition.

2. METHOD

This study was conducted as a case study design. The second-semester students of English Language Education at one of the private universities in Riau, Indonesia. Purposive random sampling was applied to select the participants that can represent the level of total students chosen. The data was collected by distributing questionnaires on five Likert scales, which were adapted from Biswas et al. (2020). The researcher gave 18 questions through Google Forms to find out students' perceptions about online learning during the Covid-19 pandemic. Out of the total number of students, 79 gave their perceptions about online learning-based Padlet carried out during the covid-19 pandemic.

After collecting the data, the researchers calculated the percentage of respondents divided into five parts, namely strongly agree, agree, neutral, disagree, and strongly disagree. The use of the percentage scale in this study is to determine the agreement and disagreement of respondents with the questions in the questionnaire. In this study, the data results are in the form of ordinal data (tiered without a score). The numbers used are only sequences to make it easier for researchers. So the analysis is only in the form of frequency (number) or proportion (percentage). The percentage results will be found the results of a questionnaire about student perceptions.

3. FINDINGS AND DISCUSSION

In this research, to answer the research question, the researchers presented the results of the average calculation obtained from the questionnaire statements, which consist of 18 items, as follows table 1.

Table 1 Students' Perception of Online Learning-based Padlet

No	Statement	SA	A	N	D	SD
1	Online learning through Padlet is flexible to facilitate the learning process anytime and anywhere	22%	43%	22%	11%	3%
2	Online learning through Padlet is a good option to reduce the study gap during the Covid-19 pandemic.	18%	48%	22%	10%	3%
3	Online learning through Padlet is easier to be integrated with other ICT to seef for information needed for my studies.	13%	39%	34%	13%	1%
4	Online learning through Padlet helps to improve my English Language skills.	3%	19%	37%	29%	13%
5	Online learning through Padlet makes the materials are easy to be accessed.	10%	35%	35%	15%	4%
6	Online learning through Padlet facilitate online discussion and collaboration	22%	38%	28%	9%	4%
7	Online learning through Padlet helps to accelerate English knowledge and skills.	25%	39%	27%	4%	5%
8	Online learning through Padlet is useful to increase my motivation to accomplish my lessons during this pandemic time.	19%	38%	27%	10%	6%
9	Online learning through Padlet helps me to solve problems during learning.	25%	32%	12%	16%	4%
10	Online learning through Padlet provides various	9%	44%	35%	8%	4%

	learning experiences interactively.					
11	Online learning through Padlet is helpful in an online educational environment to hold the teaching and learning process during the Covid-19 Pandemic.	14%	44%	28%	11%	3%
12	Online learning through Padlet helps to strengthen the communication among the students.	20%	47%	20%	10%	3%
13	Online learning through Padlet allows students to get the teacher's feedback transparently and quickly.	4%	48%	25%	18%	5%
14	Online learning through Padlet facilitates interaction between student and teacher in the right medium.	9%	35%	25%	24%	6%
15	During the covid-19 pandemic, online learning as Padlet acts as a virtual classroom for learning.	16%	41%	32%	10%	1%
16	During a pandemic, high internet access to mobile networks can affect my learning.	23%	46%	18%	10%	4%
17	I think online learning will support my learning proficiency during this pandemic time.	13%	41%	33%	14%	0%
18	I can learn effectively through my handphone with a small screen or my laptop with a bigger screen than HP.	9%	38%	29%	18%	6%

Data from table 1 presents the students' perception of online learning through Padlet. From the 18 statements given, it can be interpreted that most of the students have a positive preference of using Padlet as a medium for online learning. It can be reflected in their questionnaire responses. In the first statement, 43 % of students agree and 22% of students strongly agree that online learning through Padlet is flexible to facilitate the learning process anytime and anywhere. , the second statement reveals that 48% of students agree and 18% of students strongly agree that Online learning through Padlet is a good option to reduce the study gap during the Covid-19 pandemic. The third statement exposes that 39% of students agree and 13% of students strongly agree with the statement as Online learning through Padlet is easier to be integrated with other ICT to seef for information needed for my studies. Next, the fourth statement presents the result as 37% of students are neutral in responding to the statement about online learning through Padlet helps improve their English Language skills.

In addition, 35% of students agree, and 10% strongly agree that online learning is through Padlet makes the materials are easy to access. The students do not need to create a Padlet account to access the material through teacher's Padlet account. Next is online learning through Padlet facilitates online

discussion and collaboration. 38% of total students agree, and 22% of total students strongly agree with that statement. Padlet can facilitate their collaboration on one homepage. Besides, students also can do discussions in written or spoken form. Then, statement number seven about the use of online learning through Padlet helps accelerate English knowledge and skills achieves the response that 39% of total students agree and 25% of total students strongly agree. The eight statements about Online learning through Padlet are useful to increase my motivation to accomplish my lessons during this pandemic time. 38% of total students agree, and 19% of total students strongly agree about that.

Furthermore, the ninth statement about online learning through Padlet helps me solve the problems during learning. 32% of total students agree, and 25% of students strongly agree about that statement. The teacher organizes the Padlet homepage as well. One topic has one homepage. The teacher provides information about the topics, learning objectives, materials, and tasks there. So, the students can experience sequence activities like in the face-to-face learning in the classroom. Next, statement number 10 about Online learning through Padlet provide various learning experience interactively. It achieves 44% of total students agree, and 9% of total students strongly agree with it. In applying this Padlet, the teacher integrated it with other digital tools such as slide presentations, videos on YouTube, online quizzes, files, and other links.

Next, statement number 11 about Online learning through Padlet helpful in online educational environment to hold teaching and learning process during the Covid-19 Pandemic. Not only asynchronous learning, but the teacher also applied synchronous learning through Google Meet, so the teacher and students had a virtual classroom. Nevertheless, the teacher would post the meeting links also on Padlet. After that, statement 12 about online learning through Padlet helps to strengthen the communication among the students. 47% of total students agree, and 20% of total students strongly agree about that statement. In case the communication about the lesson occurred even though they were in different places. Next, statement number 13 about online learning through Padlet allows students to get the teacher's feedback transparently and quickly. 48% of total students agree, and 4% of total students strongly agree about that. After posting the assignments, the teacher also gave feedback on the wall Padlet. All students can see that to avoid the same mistakes. Besides that, the teacher also uses automatic correction for several tasks on certain topics. So, the students can directly get the teacher's responses after having quizzes.

Statements number 14 is about online learning through Padlet facilitates interaction between student and teacher in the right medium. 35% of total students agree, and 9% of total students strongly agree about it. In case the teacher does some class discussion through Padlet. The teacher posted the questions on the wall and asked students to share their responses. The next one is statement number 15 about during covid-19 pandemic, online learning as Padlet acts as a virtual classroom for learning. 41% of total students agree, and 16% strongly agree. As explained previously, the teacher organized all materials and did all learning activities through Padlet.

In addition, statement number 16 about During a pandemic, high internet access of mobile networks can affect my learning. 46% of total students agree, and 23% of total students strongly agree about that. Asynchronous learning through Padlet is designed to allow students to access their learning materials anytime and anywhere. Some meetings are designed to have flexible learning duration. Next, statement number 17, I think online learning will support my learning proficiency during this pandemic. 41% of total students agree, and 13% strongly agree about it. In case the students can access the teaching materials that were provided on the Padlet wall as much as they need. I can learn effectively through my handphone with a small screen or my laptop with a bigger screen than HP. 38% of total students agree, and 9% of students strongly agree about it. Some students accessed the lessons through laptops, and some of them accessed that through handphones.

Based on the data that has been listed, it can be concluded that from the questionnaire that have been given, most of the students choose to agree on the problems of online learning through Padlet that occurred during the COVID-19 pandemic. The first data shows that there are 65% of students answered agreed. Student perceptions agree that online learning through Padlet during the COVID-19 pandemic has its advantages and disadvantages. Jong & Kim Hua (2021) supported it, who revealed the students

were motivated and had a good time when Padlet was used to assess them. Teachers were also able to monitor students' writing progress and provide feedback on their work through Padlet. One of the research's implications was that by integrating Padlet, students could be exposed to and experience the use of online learning platforms for themselves. They could benefit from the application because it provided them with the opportunity to practice their writing skills and receive assessment feedback from their teacher outside of class.

The second is neutral. There are 58% of students who are neutral about online learning through Padlet that occurred during the COVID-19 pandemic. Students' perceptions of online learning through Padlet during the COVID-19 pandemic are neutral. Neutral means students do not have a problem with online learning during the COVID-19 pandemic. These findings were supported by (Muthuprasad et al., 2021), who mentions that Padlet's flexible schedule and convenience were the primary advantages of online education. Online education enables students to study at their own pace and their convenience. Thus, flexibility and convenience are significant factors driving demand for online education.

The third is disagree with the percentage of 33% of students choosing this. Students' perceptions about online learning that occurred during the COVID-19 pandemic were that students did not agree. Students thought that some questions about online learning were not what they thought. The fourth is strongly agree, the data obtained is 21%. This student's perception stated that the students strongly agreed with the question about online learning that occurred during the COVID-19 pandemic. The last one strongly disagrees. The percentage obtained is as much as 8% of students' perceptions of online education there are some students who strongly disagree with online learning that is taking place during the COVID-19 pandemic. Students think that online learning is not what they expected.

CONCLUSION

Based on the explanation above, it can be concluded that some students agree and have positive perception toward online learning through Padlet as the teacher can design the lesson creatively and the students can experience various learning experiences through digital tools in achieving the learning objectives. The students have a positive perception that they agree with the existence of online learning during the current COVID-19 pandemic. They can adopt online learning as well, although some students are neutral about some statements of the questionnaire above. Thus, these findings should be considered when developing an online pallet-based course to maximize the students' effectiveness and productivity in the teaching and learning process. It is possible that, once the COVID-19 pandemic stop, we will continue to see an increase in educational systems using online platforms, especially Padlet, as a learning medium. As a result, this study will be beneficial for the further educational researcher, emphasising online components in conducting the following research.

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