



## The Used of Padlet In Teaching Performing Arts During the COVID-19 Pandemic

Vimala Murti Pitra Tunggal Jaya<sup>1</sup>; Maria Goretti Octavia Pepe<sup>2</sup>; Brigitta Wastu Warsiki<sup>3</sup>

<sup>1,2,3</sup>Teknologi Pendidikan, Pelita Harapan University, Indonesia

<sup>1</sup>Corresponding Email: [vimala.rain@gmail.com](mailto:vimala.rain@gmail.com), Phone Number : 0821 xxxx xxxx

### Article History:

Received: August 30, 2022

Revised: Sept 26, 2022

Accepted: Oct 23, 2022

Online First: Nov 08, 2022

### Keywords:

COVID-19 pandemic,  
padlet,  
performing arts,  
teachers,  
technology.

### Kata Kunci:

COVID-19 pandemi,  
guru,  
padlet,  
seni pertunjukan,  
teknologi.

### How to cite:

Jaya, V.M.P.T., Pepe, M.G.O., & Warsiki, B.W. (2022). The Used of Padlet In Teaching Performing Arts During the COVID-19 Pandemic. *Edunesia: Jurnal Ilmiah Pendidikan*, 3 (3): 273-285.

This is an open access article under the  
CC-BY-NC-ND license



**Abstract:** The COVID-19 pandemic has caused worldwide disruption and affects every aspect of human life, including education. Before this situation, the proper application of technology has been an important tool to support the learning process through the online learning approach. This study aims to identify the use of padlet in teaching performing arts during the COVID-19 pandemic. The research used a qualitative method using literature review and action research. The subject of this research is the Performing Arts teachers. Self-administered interviews were conducted with other Performing Arts teachers as an observation material in this research study. The majority of the Performing Arts teachers agreed that padlet is one of the easy-to-use applications that is beneficial during online learning. The researcher also conducted research design in the form of a self-administered questionnaire. This study involved sixty-four (64) students from grades four and five in extending the understanding of the use of padlet from students' views. From the questionnaire, 31 (49.2%) strongly agree with the idea that padlet is useful for online learning, 22 (34.9%) agree, 9 (14.3%) neutral, and 1 (1.6%) strongly disagree. Hence, the result emphasized that the padlet is useful for both teachers and students, especially during the home learning program in the COVID-19 pandemic.

### Abstrak:

Pandemi COVID-19 telah menyebabkan disrupsi di seluruh dunia dan mempengaruhi setiap aspek kehidupan manusia, termasuk pendidikan. Sebelum situasi ini, penerapan teknologi yang tepat telah menjadi alat penting untuk mendukung proses pembelajaran melalui pendekatan pembelajaran daring. Penelitian ini bertujuan untuk mengidentifikasi penggunaan padlet dalam mengajarkan seni pertunjukan di masa pandemi COVID-19. Penelitian ini menggunakan metode kualitatif dengan menggunakan kajian pustaka dan penelitian tindakan. Subyek penelitian adalah para guru Seni Pertunjukan. Wawancara mandiri dilakukan dengan guru Seni Pertunjukan lainnya sebagai bahan observasi dalam penelitian ini. Mayoritas guru Seni Pertunjukan setuju bahwa padlet adalah salah satu aplikasi yang mudah digunakan yang bermanfaat selama pembelajaran online. Peneliti juga melakukan desain penelitian berupa kuesioner yang melibatkan enam puluh empat (64) siswa dari kelas empat dan lima dalam memperluas pemahaman penggunaan padlet dari pandangan siswa. Hasil dari kuesioner tersebut, 31 (49.2%) sangat setuju padlet sangat bermanfaat untuk sekolah daring, 22 (34.9%) setuju, 9 (14.3%) netral, dan 1 (1.6%) tidak setuju. Oleh karena itu, hasilnya menegaskan bahwa padlet tersebut bermanfaat bagi guru dan siswa, terutama selama pembelajaran daring di masa pandemi COVID-19.

## A. Introduction

In both teaching and learning, the word "learning" is frequently used. The learning approach has a positive impact on change for the better. According to (Santrock, 2017) , learning is to assist students in gaining knowledge and developing personalities, attitudes, and skills. Learning is more than just establishing connections, generating new information, or creating something new; it is a collaborative process including students and teachers that addresses social, emotional, and psychological connections (Wolfolk, 2016). According to (Lubis & Wangid, 2019), an effective learning process must include interactions between teachers and students, which can play a significant role in enhancing students' motivation and mindset. Furthermore, to accomplish successful learning, teachers must establish a practical and enjoyable learning environment by utilizing a variety of sources and learning material. To summarize, learning is the interaction process between students and teachers to create a meaningful environment in which students can emotionally and intellectually explore and develop their knowledge using various tools and learning media.

The COVID-19 (Corona Virus Disease 2019) pandemic has wreaked havoc around the globe. COVID-19 is a deadly virus that first surfaced in Wuhan, China, in December 2019. It is a novel variation of the Sars virus (Sars-CoV-2). The spread of this virus has made this situation a global pandemic that has inhibited almost every aspect of life, including education. In addition to this issue, The COVID-19 pandemic has forced the learning process to shift from face-to-face to online learning.

As defined by (Sadikin & Hamidah, 2020), online learning is learning that takes place over the internet. Students can learn independently using the online platform that was used or built through online learning. According to (Lubis, A. H. & Dasopang, 2020), online learning must also be flexible in time and place, allowing students to access materials and follow the learning process at their preferred time (Chiu & Wang, 2008, pp. 194– 201)

Online or virtual learning can be done synchronously. The learning process occurs at a set time in a physical or virtual classroom with the interaction between teachers and students, or asynchronously. Learning takes place independently at the student's speed. In line with this, technology is becoming increasingly vital and is gradually becoming the primary instrument for ensuring that students have access to learning materials while staying at home. Teachers can use technology-based learning approaches such as the internet, website, audio, video, simulation, online applications, and social media to communicate about the lesson and share learning resources. The presence of a strong teacher that can use technology-based learning must be a priority in the pedagogy of online teaching as online learning continues to be integrated into the foundations of higher education (Levy, 2017).

To support the online learning, the use of technology is very important. The growth of technology has an impact on our lives and communities. The existence of technology can't be avoided, and the meaning of technology has evolved and is present in every aspect of our lives. Technology provides numerous advantages, including social activities, entertainment, banking and finance, transit, and educational options. Hardware and

software devices are two types of digital technology, according to (Dube & Scott, 2017). Mobile devices and laptops are examples of hardware devices in digital technologies, whereas software devices include websites, applications, blogs, and social media.

The COVID-19 pandemic has raised the awareness and implementation of technology, especially in education. Educational technology is the study and ethical practice of inventing, implementing and managing appropriate technological processes and resources to facilitate learning and improve performance. Educational technology can be defined as the application of emerging and existing technologies to enhance learning experiences in a range of instructional environments, including formal learning, informal learning, non-formal learning, lifelong learning, learning on demand, and just-in-time learning (Huang, Specktor, & Yang, 2019). In terms of learning opportunities, digital technology allows students and teachers to access content and information relevant to their requirements; technology is used not only for building and designing things but used to examine problems and consider the impact of the environment, social relationships, and cultures (Kellow, 2018). Moreover, (Specktor, 2016) defines: *“Educational technology involves the disciplined application of knowledge to improve learning, instruction, and performance.”*

As a result, digital technology has numerous advantages in the sphere of education. Technology can overcome the teaching and learning activities' obstacles such as time and place. Students can use digital technology to develop their creativity, skills, motivation, and enthusiasm in a specific subject. The use of digital technology in teaching and learning activities can help students become more motivated and interested in the topic they are learning about (Ozdamli, 2017).

One of the technology that we can use to support teaching and learning is padlet. Padlet ([www.padlet.com](http://www.padlet.com)) is a 'free' web 2.0 utility that allows users to create a virtual wall that may be used to encourage whole-class participation and real-time assessment. Padlet is quickly becoming one of the popular education in the twenty-first Century. Padlet is a free online platform that allows users to create virtual walls. When the creator designs a wall, the creator has control to manage the privacy who can access the walls by changing the privacy setting. When creating a wall, the creator can control who has access to the wall by changing the privacy settings. In addition, the author can choose from a variety of 'wallpapers' to design the background of a wall, and when there are many postings on a wall, they can 'organize' them into different layouts. Email, movies, images, files, audio, and other media can be posted to the same board simultaneously by the creator and users and can be accessed and viewed in real-time.

Padlet works effectively in a classroom setting for activities like brainstorming, discussion, and project work. Padlet allows students to learn from anywhere using any internet-enabled device, such as a smartphone, tablet, or PC with an online connection. Padlet does not require any software to be downloaded. Students can then post their work to Facebook, Google+, email, or incorporate the URL into their blog.

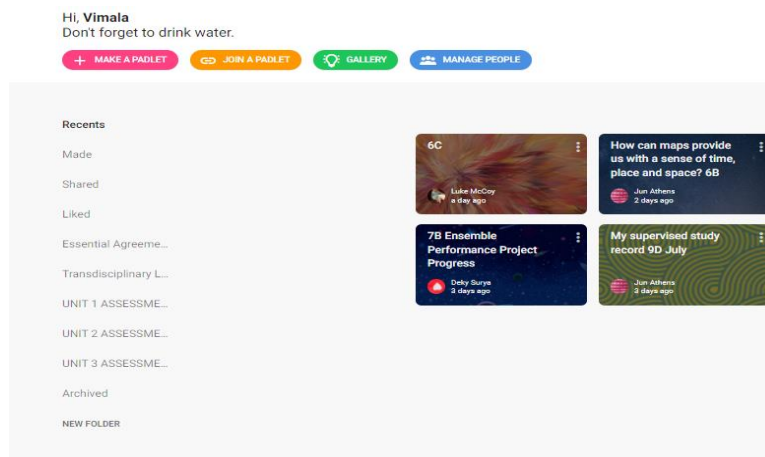


Figure 1. Padlet Main Page

The main page of Padlet application can be seen from Figure 1. as above. It has several icons, but three icons will help the user to create their wall or posts, join another user’s wall, and look at others’ posts or walls. The “Make a Padlet” icon allows the user to create their Padlet wall. Once it clicks, it will lead them into the sections where they will choose which types of wall or bulletin boards they want to use, as can be seen in Figure 2. padlet wall appearance below.

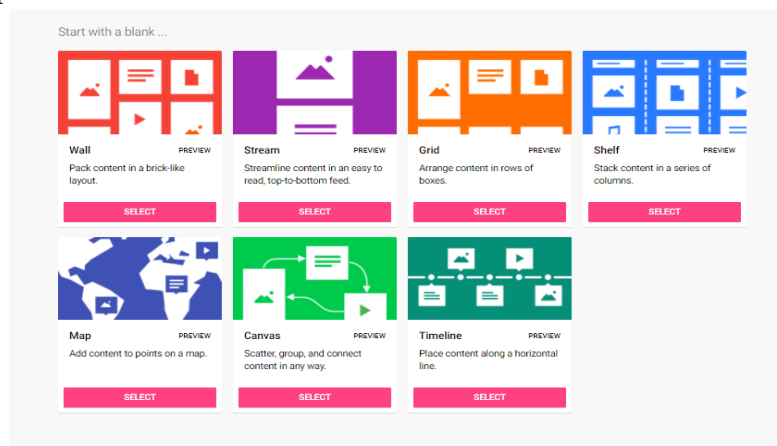


Figure 2. Padlet Wall

From Figure 2, the padlet wall has different features, like; wall, shelf, grid, map, stream, canvas, and timeline that allows students to be actively engaged in a lesson and communicate about class content with their classmates and their teacher (Fiester & Green, 2016). Padlet, according to (Fuchs, 2014) can be used in the classroom in a variety of ways. Teachers can put questions on the wall instead of asking them in front of the class.

Online learning is now very supportive and beneficial to the current situation. Many schools are currently promoting web 2.0 technologies in their teaching and learning, such as Padlet, Facebook, Twitter, and Wikis, which provide interactive technology through a variety of "interactive" platforms. Online learning allows students to learn and follow lessons in their flexible time and place and access any resources easily. This online learning situation brings padlet as the potential learning tool to be used during online learning.

Padlet, like any other online tool, requires an internet connection. Padlet offers the advantage of allowing a large number of people to access, comment on, and upload content simultaneously. The author can also choose what visitors can do on the wall, such as read-only, write, and update their posts, or edit, post, remove and approve them.

Sangeetha in the *Global English-Oriented Research Journal (GEORJ)* (2016) has mentioned that "Padlet helps in giving students an enriching writing experience through. Help students tap into individualism, build self-esteem and measure how far they've come during the school year with excellence". Bonaventure & Kim Hua, Tan in *International Journal of Education and Practice* (2021), also shared the result from their research that "the use of padlet showed positive feedback as the data collected from the survey questionnaires, observation checklists and semi-structured interviews indicated that most of the respondents found the application easy to use, interesting, practical and suitable to be used for writing assessment. The students were also motivated and enjoyed themselves when Padlet was used to assess them". Furthermore, (Ahmad, Arimuliani, Rubayyi, Yassa Aura, & Eftita, Fauzul, 2022) in their research found out that "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".

Students find a meaningful way to engage in the teaching and learning process through creativity and performances. By situating their performance experience, students contributed the affective information essential to measure the quality of their experience within the context of their life (Foreman & Dervin, 2013).

Performing Arts definition is "*types of art (such as music, dance, or drama) that are performed for an audience*" (Merriam-Webster). Performing arts gives pupils access to a diverse range of cultural experiences and offers a great deal of adaptation to many cultural situations. Performing Arts is a subject discipline that includes dance, music, and drama. Each subject is also designed to encourage critical, thoughtful, and informed practice, as well as to assist students to comprehend the dynamic and evolving character of the arts, explore the diversity of arts across time, location, and cultures, and express themselves with confidence and competence. Learning about and through the arts is essential for a child's overall development since it fosters creativity, critical thinking, problem-solving skills, and social relationships.

International Baccalaureate Programme (Arts Scope and Sequence, 2005) provides a relevant and authentic context for students to create and respond to arts. Wherever possible, arts should be taught through the units of inquiry and should support students' inquiries. Arts are built into the curriculum as essential areas of learning. Students are required to engage in a range of performing arts (dance, drama, music) and visual arts experiences. International Baccalaureate Programme stated that "*In our rapidly changing digital age, students inhabit a world saturated with images, sounds and performances. Students in the PYP*

*continually explore imaginative uses of new media tools beyond their basic functional applications, discovering alternative or individual ways to conceptualize the role of digital technologies in their lives. The arts develop innovative thinking and creative use of technologies, and in so doing prepare students to participate fully in this multifaceted world".* Through arts, students are encouraged to think and express themselves in innovative ways, using a variety of media and technology.

Following the introduction, evaluating the process and result is essential. Thus, these findings will be helpful to ensure the expected educational goals are achieved. Hence, the purpose of this study is to observe and describe the use of padlet to teach performing arts, especially during the COVID-19 pandemic.

## **B. Method**

The study used literature review to obtain data or information from the practical application of padlet in teaching Performing Arts during online learning, especially during the COVID-19 pandemic. The researcher is a performing arts teacher and uses padlet as one of the technology tools in daily teaching and learning practices. Self-administrated interviews were undertaken for other Performing Arts teachers to identify and get more data on the use of padlet in teaching performing arts in their classroom practices.

Furthermore, the researcher also conducted research design in the form of a self-administered questionnaire. The questions were designed in a Likert Scale format. The population is sixty-four (64) grades four and five students. The objectives of the questionnaire focused on the use of padlet in teaching and learning from the students' perspective. From the self-administrated interviews, most of the teachers are familiar with the use of padlet in teaching and learning, and most of the students out of sixty-four (64) student are familiar and understand the benefits of the use of padlet.

## **C. Result and Discussion**

During the COVID-19 pandemic, teachers are being challenged to implement new online learning programs that demand teachers and students to use technology in the teaching and learning practices to study and navigate lessons. To follow online learning during this pandemic, both teachers and students must operate computers, laptops, internet-based media, online applications, and online platforms.

One of the online applications that are being used in this study is padlet. Padlet is an excellent tool for teaching and one of the easy-to-use applications. The researcher is a Performing Arts teacher that uses padlet as one of the teaching materials during the Home Learning Program. The findings of this study also show that implementing Padlet creates chances. Students find it easier to understand the material offered because they can immediately receive extra or supporting references from the padlet. The teacher can publish all of the learning outcomes and resources in the padlet. The use of the padlet is highly beneficial since the teacher may communicate the lesson's learning outcomes via padlet. Students can upload information, photographs, and videos and use the padlet for reflection.

### Teaching with Padlet

Teachers can create padlet walls and post images, videos, or learning outcomes that the students can access easily. Figure 3 and 4 are the sample of the use of padlet for sharing the learning outcomes in the class. The researcher, as Performing Arts teachers, use the padlet for sharing the learning outcomes.

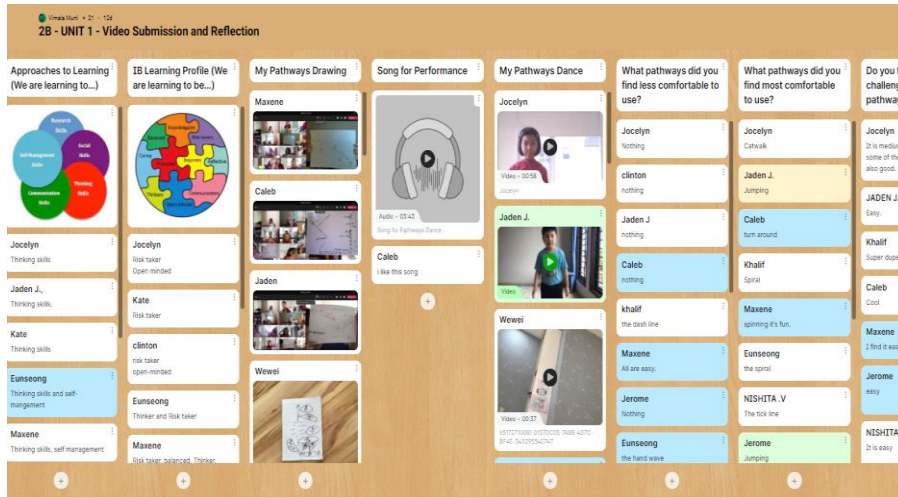


Figure 3. Padlet Wall for sharing learning outcomes

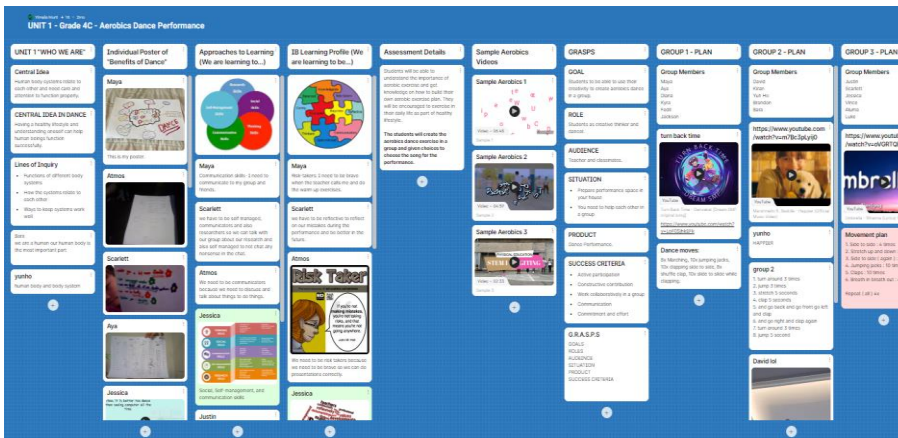


Figure 4. Padlet Wall for sharing learning outcomes

Padlet is ideal for facilitating collaborative projects (Yap, 2018). The padlet can help improve collaboration among students or between students and teachers. Likes, votes, ratings, and grading are all options for students to respond to the posts. The students can also change the padlet background image to the related topic. Figure 1.5 shows the sample of collaboration padlet in the Performing Arts lesson. By using the padlet wall, the students were able to work collaboratively with the friends in a group to plan, discuss, create and upload their dance choreography during Performing Arts class.

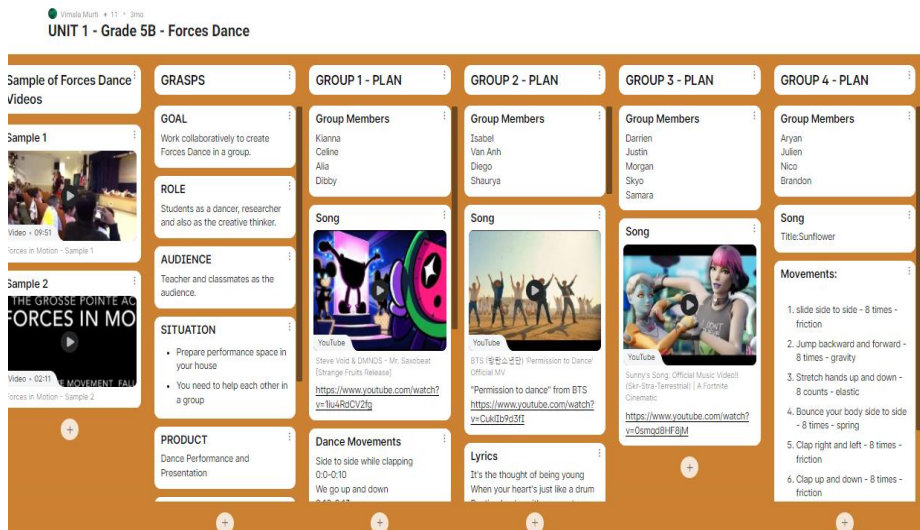


Figure 5. Padlet wall for collaboration activity between student-student and teacher-student

**Padlet as Reflection**

The researcher also used padlet as media of reflection. The students were given the link to access the padlet to write down their self-reflection on things that they have learned and things they have to improve on the padlet wall. A sample of the reflection padlet can be seen in Figure 6.

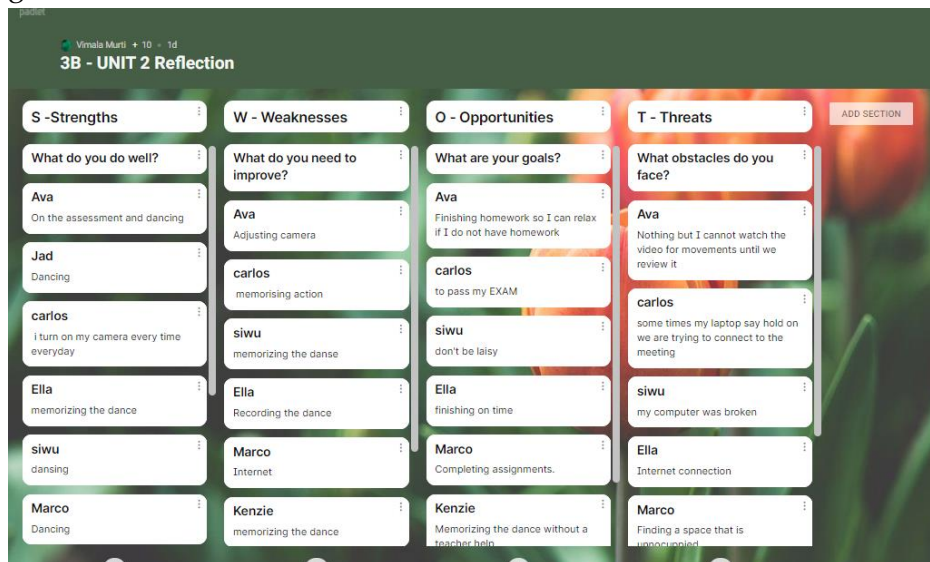


Figure 6. Padlet Wall as Reflection

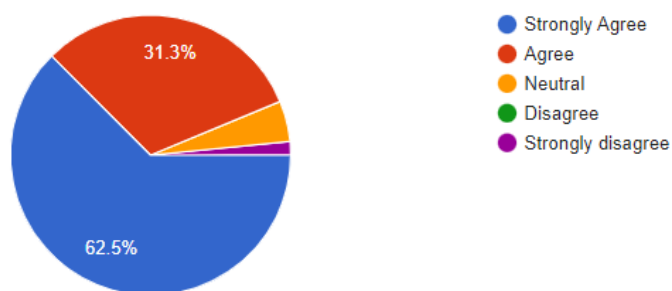
From the reflection padlet, the students and teachers can easily access the padlet to reflect on their strengths and weaknesses at anytime and anywhere during their free time.

**Result**

Self-administrated interview were conducted to other Performing Arts teachers if padlet is helpful for teaching and learning practices. The typical responses emphasized that

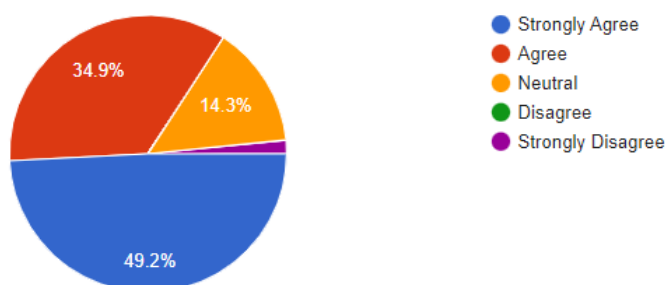
padlet is one of the educational tools that helped students and teachers develop their ideas and understand lessons in-depth. Teacher "A" mentioned, *"the students now already comfortable by using technology in online learning. Both teachers and students find padlet is an easy-to-use online application and use to share learning materials and post any photos or videos for assessment.* Teacher "B" added that *"padlet is an easy to use teaching platform. The most useful feature is taking pictures and recording video and audio. It allows students (especially young students) to take a picture, record video and audio, and share directly without dealing with folder directory in the device".* At the same time. Teacher "C" also added, *"It's useful to record the learning evidence as long as the students are familiar with the application."* Teacher "D" also mentioned that *"padlet helps me provide a better view of posts given by students. It simulates the use of sticky notes digitally".* To conclude, most teachers agree that padlet is an easy-to-use application and helpful in completing the task, especially in online learning practices.

Furthermore, the researcher conducted a self-administrative questionnaire to sixty-four (64) grades four and five students on the use of padlet during the online learning practices, especially during Performing Arts lessons. From Figure 1.6, the result of the student's familiarity with padlet showed that 40 (62.5%) students strongly agree, 20 (31.3%) agree, 3 (4.7%) neutral, and 1 (1.6%) strongly disagree about the familiarity to padlet. One student strongly disagrees with the statement of familiarity with padlet because the student is not familiar with technology and has limited access to technology at home. That is why padlet is an application that is not familiar to them as an individual.



**Figure 7.** Student’s response on the familiarity with padlet application (n=64)

According to (England, 2017), padlet has been shown to help students boost their motivation in teaching and learning activities, especially during online learning. In line with this statement, figure 1.6 shows that 39 (61.9%) strongly agreed, 15 (23.8%) agree, 6 (9.5%) neutral, 2 (3.2%) disagree and 1 (1.6%) strongly disagree with the statement of familiarity with padlet. From figure 1.7. 31 (49.2%) strongly agree with the idea that padlet is useful for online learning, 22 (34.9%) agree, 9 (14.3%) neutral, and 1 (1.6%) strongly disagree. A possible strongly disagree answer for the familiarity, and the use of padlet in online learning is because the student has limited access to the technology or digital devices.



**Figure 8.** Student’s response on the opinion of whether padlet is useful for online learning (n=64)

Furthermore, the researcher conducted a self-administrative questionnaire to sixty-four (64) grades four and five students, as seen in Table 1. The questions were designed in a Likert Scale format.

**Table 1.** Students’ response from the self-administered questionnaire (n = 64)

No.	Items	Frequency (percentage)				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I am familiar with padlet.	40 (62.5)	20 (31.3)	3 (4.7)	0 (0)	1 (1.6)
2	I find Padlet is useful for online learning.	31 (49.2)	22 (34.9)	9 (14.3)	0 (0)	1 (1.6)
3	Padlet is an easy-to-use application.	40 (62.5)	15 (23.4)	6 (9.4)	2 (3.1)	1 (1.6)
4	Padlet updates in real time - no need to refresh the browser to see changes.	24 (37.5)	17 (26.6)	16 (25)	6 (9.4)	1 (1.6)
5	Padlet allows students and teachers to collaborate in a variety of ways; including image, audio, and video.	41 (65.1)	19 (30.2)	2 (3.2)	0 (0)	1 (1.6)
6	I use padlet in the Performing Arts Class (Dance, Music and Drama).	33 (51.6)	14 (21.9)	12 (18.8)	4 (6.3)	1 (1.6)
7	Do you like to use padlet in the class?	43 (67.2)	18 (28.1)	0 (0)	3 (4.7)	0 (0)

From table 1, the result showed that 40 (62.5%) strongly agreed and 15 (23.4%) agree, 6 (9.4%) neutral, 2 (3.1%) disagree and 1 (1.6%) strongly disagree that padlet is an easy-to-use application. When the students were asked about “Padlet updates in real-time - no need to refresh the browser to see changes,” 24 (37.5%) strongly agreed, 17 (26.6%) agreed, 16 (25%) neutral, 6 (9.4%) disagree and 1 (1.6%) strongly disagree to the statement. The use of technology is still dependent on the internet connection, where the students sometimes still have some connection problems due to Wi-Fi connection from their house area.

When the teacher asked about padlet advantages is to allow students and teachers to collaborate in a variety of ways; including image, audio, and video, 41 (65.1%) strongly

agree, 19 (30.2%) agree, 2 (3.2%) neutral and 1 (1.6%) strongly disagree. Some of the students were interviewed on which subject they use the padlet the most? Most of them said that they use padlet mostly in Physical Education, Performing Arts (Music and Dance), Homeroom Classes, and they use it to upload images, videos, say "thank you" notes, and access the learning objectives of the unit of inquiry. The statement is in line with the result that indicates that 33 (51.6%) strongly agree, 14 (21.9%) agree, 12 (18.8%) neutral, 4 (6.3%) disagree, and 1 (1.6%) strongly disagree that they use padlet in the Performing Arts Class (Dance, Music, and Drama). The last questions from the questionnaire indicate that 43 (67.2%) strongly agree, 18 (28.1%) agree, and 3 (4.7%) disagree to use padlet in classroom practices.

#### D. Conclusion

Based on the research held by the researcher, most of the other Performing Arts teachers agreed that padlet is helpful for online learning during the COVID-19 pandemic, especially teaching Performing Arts. They have mentioned that padlet is one of the easy-to-use applications for both students and teachers. This statement is in line with the student's opinion. The self-administrated questionnaire stated that more than half of the population are familiar with padlet and agree that padlet is an easy-to-use application and useful for online learning, especially during performing arts lessons. Padlet is simple to use and access because users do not need to register and may use any electronic device to connect to the internet, such as a laptop, smartphone, tablet, or other devices. Students only need to go to the Padlet website and upload their work there. It is a free social-networking online application, so students do not have to pay for it, and it simply requires an internet connection. Some students who disagree with the statement have mentioned that some of them have difficulty getting an internet connection. Even if there is an internet connection, sometimes the connection isn't good enough. Although accessing and using Padlet is free, accessing and using it by their internet connections also need extra cost to pay for the internet connection.

In general, padlet is simple, and it is a free program that requires an internet connection. It can be used on any device, including a laptop, phone, tablet, or computer. Padlet can make the home learning program or online learning more engaging. It's because Padlet has intriguing features that make teaching and learning more enjoyable. Hence, teachers should supervise and make padlet available for students and provide them with explicit instructions on using Padlet.

#### References

- Ahmad, A., Rubayyi, Y. A., & Etfita, F. (2022). Students' Perception of Online Learning-based Padlet during Pandemic. *AL-ISHLAH: Jurnal Pendidikan*, 14(1), 487-494.
- Chiu, C., & Wang, E. (2008). *Understanding Web-based Learning Continuance Intention: The Role of Subjective Task Value. Information & Management*, 45(3).

- Dube, S., & Scott, E. (2017). A Survey of the University Students' Perspectives about Using Digital Technologies in Education: Zimbabwean Case. *IAFOR Journal of Education*, 5(1): <https://doi.org/10.22492/ije.5.1.07>, 123–139.
- England, S. (2017). Tech for the modern EFL student: collaborate and motivate with Padlet. *Accents Asia*, 9(2): <http://www.issues.accentsasia.org/issues/9-2/England.pdf>, 56–60.
- Fiester, H., & Green, T. (2016). Student use of backchannels. *TechTrends*, 60(4): doi: 10.1007/s11528-016-0069-9., 404–408.
- Foreman, W., & Dervin, B. (2013). *In the context of their lives: How audience members make sense of performing arts experiences. The Audience Experience: A critical analysis of audiences in the performing arts*. Chicago: Intellect.
- Fuchs, B. (2014). The writing is on the wall: using padlet for whole-class engagement. *Published in LOEX Quarterly*, v. 40, issue 4, p, 7-9.
- Huang, R., Specktor, M., & Yang, J. (2019). *Educational Technology; A Primer for the 21st Century*. Singapore: Springer Nature.
- Jong, B., & Tan, K. H. (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.
- Kellow, J. M. (2018). Education Digital Technologies in the New Zealand Curriculum. 23(2). <https://doi.org/10.15663/wje.v23i2.656.To>.
- Levy, D. (2017). Online, blended and technology-enhanced learning: Tools to facilitate community college student success in the digitally-driven workplace. *Contemporary Issues in Education Research (CIER)*, 10(4): <https://doi.org/10.19030/cier.v10i4.10039>, 255–262.
- Lubis, A. H., & Dasopang, M. D. (2020). Development of Augmented Reality-Based Picture Storybooks to Accommodate Generation Z. *Journal of Education: Theory, Research, and Development*, 5(6), 780-791.
- Lubis, A., & Wangid, M. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. *Elementary School Pulpit*, 6(1): <https://doi.org/10.17509/mimbar-sd.v6i1.16415>, 11–20.
- Merriam-Webster Dictionary. <https://www.merriam-webster.com/dictionary/performing%20arts>.
- organization, I. B. (2005). *Arts Scope and Sequence*. International Baccalaureate organization.

- Ozdamli, F. (2017). Attitudes and opinions of special education candidate teachers regarding digital technology. *World Journal on Educational Technology: Current Issues*, 09(4): <https://doi.org/10.18844/wjet.v11i1.3978> , 191–200.
- Sadikin, A., & Hamidah, A. (2020). Online Learning in the Middle of the Covid-19 Outbreak. *Online Learning in The Middle of The Covid-19 Pandemic*. *Biodik*, 6(2), 214–224.
- Sangeetha. (2016). Edmodo and Padlet as a collaborative online tool in Enriching Writing Skills. *Global English-Oriented Research Journal (G E O R J)*. ISSN 2454-5511.
- Santrock, J. (2017). *Educational Psychology, Sixth Edition*. New York: McGraw-Hill Education.
- Specktor, M. J. (2016). *Foundations of Educational Technology. 2nd Ed.* . New York: Routledge.
- Wolfolk, A. (2016). *Educational Psychology, Global Edition*. Boston: Pearson Education Inc.
- Yap, W. H. (2018). Supporting group learning using collaborative networked platforms. In *Preparing the next generation of teachers for 21st century education*. <https://doi.org/10.4018/978-1-5225-4080-9.ch009> .