

**Preferences of Online  
Teaching and Learning  
Platforms**

**Dyah Pitaloka Siwi Perdana**  
[dyahpitalokasiwiperdana14@gmail.com](mailto:dyahpitalokasiwiperdana14@gmail.com)  
Universitas Pendidikan Ganesha

**Abstrak**

Penelitian ini bertujuan untuk mengidentifikasi preferensi guru dan siswa terhadap platform pengajaran daring di masa pandemi Covid-19. Penelitian ini adalah sebuah penelitian literatur. Kajian penelitian yang dilakukan mencakup penelitian yang telah dipublikasikan sejak tahun 2020 hingga 2022. Adapun terdapat lima penelitian yang dikaji yang utamanya dilakukan di Indonesia. Hasil dari penelitian ini menemukan bahwa preferensi guru dalam mengajar daring adalah menggunakan zoom meeting dan google classroom. Hasil dari penelitian juga mengungkapkan bahwa zoom meeting dan google classroom sangat mudah dioperasikan dan sangat membantu guru dalam mengajar daring. Adapun implentasi zoom meeting dan google classroom sangat fleksibel guna membantu siswa memahami materi pembelajaran.

***Kata Kunci: Preferensi, Guru, Pengajaran Daring,***

***Abstract***

*This study aims to identify teacher and students' preferences of online teaching and learning platforms during the Covid-19 pandemic. This research is library research. The research studies carried out include research that has been carried out from 2020 to 2022. The five studies studied were mainly conducted in Indonesia. The results of this study found that the teacher's preference in teaching courage was to use zoom meetings and google classroom. The results of the study also revealed that the zoom meeting and google classroom were very easy to operate and really helped teachers in teaching boldly. The implementation of zoom meeting and google classroom is very flexible to help students understand the learning material.*

***Keywords: Preference, Teacher, Online Teaching***

## Introduction

During the COVID-19 pandemic, almost all teaching and learning processes in the world are carried out online. In general, there are two online learning models, namely synchronous and asynchronous online learning. In synchronous learning, teacher and student interactions occur simultaneously with the help of applications that support face-to-face videos (Rahayu, 2020). In asynchronous learning, communication between teachers and students does not occur directly like face-to-face virtual (Mairing et al., 2021). The difference between these two models can also be seen from the provision of material. In the synchronous model, the teacher and students directly discuss the learning material while in the asynchronous model, the material can be accessed at any time by students.

Changing all learning activities from face-to-face to fully online with limited time is a formidable challenge (Lee et al., 2021). In practice, there are many factors that support the success of online learning. Technical factors such as the existence of an internet network, computers, gadgets and non-technical factors such as readiness to teach and learn online, and the economy (Gillett-Swan, 2017). Teachers as important agents in the provision of education must have qualified competencies in online teaching. One of the competencies that teachers need is mastering online learning and teaching platforms (Dewi, 2021). Currently, there are

several online teaching platforms that can be used by teachers such as Schoology, Edmodo, Google Classroom, and it is not uncommon for schools or colleges to develop their own learning management system (Ventayen, 2018).

After more than 3 semesters of online learning and teaching, it is necessary to conduct a study that discusses teacher preferences for online learning platforms. This is because teacher preferences will be used as consideration when online learning is no longer something urgent but as something that becomes a habit in the teaching and learning process. This study aims to review several research results that analyze preferences for learning platforms used to support online learning and teaching processes during the Covid-19 pandemic.

## Method

This research is a literature study. This study uses the results of research that has been done as a data source. The data source is limited to research conducted in the 2019-2022 range where the presence of the Covid-19 pandemic has made all learning conducted online. The source of data from this research is the result of research conducted by Muthuprasad et al., (2020); Tauhidah et al., (2021); Desai et al., (2021), Ag-Ahmad (2021); Almahasees et al., (2021).

## Findings and Discussions

The result of the literature review is presented in Table 1.

Table 1. Results of Literature Review

Authors	Objective of Study	Result
Muthuprasad et al., (2020)	Exploring perception and preference towards the online learning through an online survey of 307 students and the student's preferences for various attributes of online classes, which will be helpful to design effective online learning environment	Majority of the respondents (62%) said that WhatsApp was the best way to communicate class updates
Tauhidah et al., (2021)	Analyze the use of e-learning platforms during the COVID-19 crisis, especially in the biology education program	WhatsApp, Google Classroom, and Zoom remain the most used e-learning platforms in Indonesian

		universities due to their accessibility and affordability.
Desai et al., (2021)	Identifying students' preference for using e-learning resources and applications in higher education.	The survey highlights that 68% management students recommend Moodle LMS where as 42% management students are recommended for Google classroom. Students are more comfortable with Moodle than any other LMS
Ag-Ahmad (2021)	Describing the ODL experiences of tertiary students particularly their preferences, their views of the instructional technology as well as the issues that arise in the integration of their courses in the new online class structure.	The most preferred online learning platform by the students was Google Classroom (86.8%) and followed by WhatsApp (77.9%).
Almahasees et al., (2021)	Investigating facultys and students' perception of the learning process that took place over that period of time with no face-to-face education	The analysis showed that the common online platforms in Jordan were Zoom, Microsoft Teams offering online interactive classes, and WhatsApp in communication with students outside the class

The results of the literature review show that the preferred platforms for online teaching and learning are WhatsApp, Google Classroom and Edmodo. WhatsApp which was originally a social media platform for communication, during this online learning period can be used to carry out the online learning process (Robles et al., 2019). The results of the research conducted by Barhoumi (2020) confirmed that the WhatsApp feature can be used to carry out the learning process where teachers can share learning materials and discuss through WhatsApp groups. According to Khaleyla et al., (2021) WhatsApp is a medium that can be used to help establish communication between teachers and students during the online learning process.

The second most preferred platform is Google Classroom. Google Classroom is one of online platforms that can use in this pandemic to help the teacher and students to conduct online teaching and learning process (Ari, 2021). Students feel satisfied and enjoyed learning through Google Classroom because it is useful in delivering the material, submitted their

assignment, get feedback and instruction and increased students 'motivation (Santos, 2021). A study conducted by Triana et al., (2021) found that Google Classroom is easy to use and that it helps students learn and help them easily to organize assignments and learning task.

The third preferred online teaching and learning platform is Edmodo. Edmodo is one of learning management system that available to support teaching and learning process. The features of Edmodo gives flexibility of learning especially when the learning is conducted asynchronously (Sefriani et al., 2021). Siahaan (2020) found that the students perceived Edmodo use improved their language skills, developed interaction and communication, enhanced the freedom to share ideas, and promoted their vocabulary and creativity.

### Conclusion

This study concluded that the preferred online teaching and learning by teachers and students during Covid-19 pandemic are WhatsApp, Google Classroom and Edmodo. Each learning

platform has their own advantages that helps the process of teaching and learning. Further study is suggested to look at how the teachers implement the learning platform to support online teaching and learning.

## References

- Ag-Ahmad, N. (2021). Open and Distance Learning (ODL): Preferences, Issues and Challenges amidst Covid-19 Pandemic. *Journal of Creative Practices in Language Learning and Teaching (CPLT)*, 8(2), 2020.
- Almahasees, Z., Mohsen, K., & Amin, M. O. (2021). Faculty's and Students' Perceptions of Online Learning During COVID-19. *Frontiers in Education*, 6(May), 1–10. <https://doi.org/10.3389/educ.2021.638470>
- Ari, N. P. J. (2021). Students' Perception on the use of Google Classroom in Teaching and Learning during Pandemic of Covid-19. *Journal of Educational Study*, 1(2), 37–44. <https://doi.org/10.36663/joes.v1i2.178>
- Barhoumi, C. (2020). The Effectiveness of WhatsApp Mobile Learning Activities Guided by Activity Theory on Students' Knowledge Management. *Contemporary Educational Technology*, 6(3), 221–238. <https://doi.org/10.30935/cedtech/6151>
- Desai, V. P., Oza, K. S., & Kamat Dean, R. K. (2021). Preference Based E-Learning During Covid-19 Lockdown: an Exploration. *The Online Journal of Distance Education and E-Learning*, 9(2), 285–292. <https://orcid.org/0000-0001-8163-2074>
- Dewi, N. K. S. (2021). EFL Pre-Service Teachers' Perception of Their Readiness in Teaching Online during Covid-19 Pandemic. *The Art of Teaching English as a Foreign Language*, 2(2), 163–168. <https://doi.org/10.36663/tatefl.v2i1.172>
- Gillett-Swan, J. (2017). The Challenges of Online Learning: Supporting and Engaging the Isolated Learner. *Journal of Learning Design*, 10(1), 20. <https://doi.org/10.5204/jld.v9i3.293>
- Khaleyla, F., Wisanti, W., Ambarwati, R., Rahayu, D. A., & Putri, E. K. (2021). Software preference for online learning of science and biology teachers under COVID-19 pandemic. *JPBI (Jurnal Pendidikan Biologi Indonesia)*, 7(1), 35–42. <https://doi.org/10.22219/jpbi.v7i1.14253>
- Lee, Y. K., Zaid, N. M., Wahid, N. H. A., Ashari, Z. M., Suhairom, N., & Said, M. N. H. M. (2021). Challenges in Emergency Remote Teaching Among Malaysian Public Elementary School Teachers. *International Journal of Emerging Technologies in Learning*, 16(24), 74–90. <https://doi.org/10.3991/ijet.v16i24.27453>
- Mairing, J. P., Sidabutar, R., Lada, E. Y., & Aritonang, H. (2021). Synchronous and asynchronous online learning of advanced statistics during Covid-19 pandemic. *Journal of Research and Advances in Mathematics Education*, 6(3), 191–205. <https://doi.org/10.23917/jramathedu.v6i3.13477>
- Muthuprasad, T., Aiswarya, S., Aditya, K. S., & Jha, G. K. (2020). Students' perception and preference for online education in India during COVID -19 pandemic. *Social Sciences & Humanities Open*, 3(January), 1–11.
- Rahayu, D. (2020). Synchronous Zoom Web Conference System: An Exploratory Study on Students' E-Learning Experience. *Journal of ELT Research*, 5(1), 80–93. [https://doi.org/10.22236/JER\\_Vol5Issue1p68-79](https://doi.org/10.22236/JER_Vol5Issue1p68-79) Synchronous
- Robles, H., Guerrero, J., Llinás, H., & Montero, P. (2019). Online teacher-students interactions using Whatsapp in a law course. *Journal of Information Technology Education: Research*, 18, 231–252. <https://doi.org/10.28945/4321>
- Santos, J. M. (2021). Google Classroom: Beyond the Traditional Setting. *Problems of Education in the 21st Century*, 79(4), 626–

639.

<https://doi.org/10.33225/pec/21.79.626>

Sefriani, R., Sepriana, R., Wijaya, I., Radyuli, P., & Menrisal. (2021). Blended learning with edmodo: The effectiveness of statistical learning during the covid-19 pandemic. *International Journal of Evaluation and Research in Education*, 10(1), 293–299. <https://doi.org/10.11591/IJERE.V10I1.20826>

Siahaan, E. B. (2020). Students' Perception of Edmodo use as a Learning Tool. *JET (Journal of English Teaching)*, 6(February), 12–23. <https://doi.org/10.33541/jet.v6i1.1061>

Tauhidah, D., Nur, U., Dwi, A., Rahmasiwi, A., & Pamungkas, R. (2021). Utilization of e-learning platforms by lecturers during the COVID-19 pandemic in Indonesia. *JPBI (Jurnal Pendidikan Biologi Indonesia)*, 7(3), 198–207.

Triana, M., Herman, H., & Sinurat, B. (2021). An Analysis of Students Perception on the Use of Google Classroom in English Language Learning. *Cetta: Jurnal Ilmu Pendidikan*, 4(3), 607–618. <https://doi.org/10.37329/cetta.v4i3.1474>

Ventayen, R. J. (2018). Teachers' Readiness in Online Teaching Environment: A Case of Department of Education Teachers. *Journal of Education, Management and Social Sciences*, 2(1). [www.psurj.org/jemss](http://www.psurj.org/jemss)