



## Unlocking Student Collaboration: Exploring the Power of Trello in Education

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### ABSTRACT

This paper presents a project focused on the development of school instruments within a school observation course, where students engaged in virtual collaboration and discussions across different classes utilizing the Trello application. Employing a narrative inquiry design, this study examines the experiences of a teacher over four months of teaching practice. Data were collected through teacher observation notes documenting the use of the Trello application during teaching practice, as well as interviews conducted with participants both in groups and individually within the school observation course. Subsequently, the data were analyzed using NVivo software. The narrative analysis evaluates the effectiveness and contribution of the Trello application as a reflective tool to enhance students' active collaboration. The findings indicate that student collaboration using the Trello application over the four-month period demonstrated a high level of engagement. The application's innovative and user-friendly features facilitated dynamic discussions. The students' enthusiasm affirmed the teacher's perception that the Trello application serves as an effective platform for fostering collaboration and virtual discussion to produce project outcomes. A significant conclusion from this research is that the Trello application has the potential to be employed as an online learning tool or as an instructional medium that supports interventions aimed at improving collaborative efforts in educational contexts.

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### INTRODUCTION

The COVID-19 pandemic has posed unprecedented challenges to educators, particularly in maintaining effective teaching and learning in virtual environments (Istiara & Hastomo, 2023). Reftyawati, a lecturer in the English Language Education Study Program at Raden Intan Lampung State Islamic University, faced such challenges

while teaching sixth-semester students in a school observation course. She highlighted that designing effective virtual learning experiences is not a straightforward task, as selecting appropriate digital tools requires careful consideration to ensure their alignment with future learning objectives.

Collaborative learning has long been recognized as essential for fostering social interaction among students. It not only enhances comprehension but also develops problem-solving skills within group settings (Hastomo & Septiyana, 2022). However, the pandemic magnified the complexities of teaching and learning, compelling educators to produce proficient graduates despite significant constraints. Effective small-team collaboration in distance learning has been particularly difficult, as it often necessitates asynchronous interactions that demand heightened levels of communication and cooperation (Hastomo & Zulianti, 2021).

The integration of technology into education has profoundly altered traditional teaching methods and tools (Hastomo et al., 2024). Jenkins (2009) argues that the introduction of new technologies reshapes relationships between instructors, students, and conventional educational tools such as “rulers, pencils, and pens” (Alakrash & Razak, 2021). Recognizing this shift, Reftyawati selected the Trello application as a virtual learning medium to facilitate student collaboration. The application was employed to support the creation of a school observation instrument, serving as a final project in the course. Trello’s features allowed students to maintain interaction and communication, enabling them to articulate their ideas and opinions effectively in virtual settings.

Observation, derived from the Latin term for “monitoring,” involves systematically recording and analyzing occurrences to understand relationships between various aspects of a situation. Semiawan (2010) defines observation as insight, while Arifin (in Kristanto, 2018) describes it as a structured, logical, and objective process of documentation and analysis. Field observation integrates classroom theory with practical experience, enabling observers to identify, analyze, and address real-world problems (Waziana et al., 2024).

In this context, Trello was used not only as a tool for facilitating collaboration but also as a medium for designing practical instruments for school observation. While previous studies have explored Trello’s application in fostering collaboration among engineering students, this study extends its use to English Language Teaching (ELT), specifically in designing observation instruments. In the virtual classroom, students engaged in discussions, explored materials, and collaborated on instrument drafts provided within the Trello platform. This process encouraged active participation and creative idea development, reflecting the potential of digital tools like Trello in enhancing collaborative learning in ELT contexts.

This study employs a narrative inquiry approach to examine the experiences of a lecturer navigating these challenges, highlighting the implications of collaborative learning and digital tools for ELT during a global pandemic.

## LITERATURE REVIEW

### Technology Integration in Education

Several previous studies form the basis of this research and strengthen its findings. The results of this study highlight the increasing use of technology in education. As such, it provides an opportunity to further develop the use of social media in language learning (Alakrash & Razak, 2021).

A study by Napida et al. (2024) showed that collaborative learning benefits students by improving their understanding and problem-solving skills in groups. This highlights the importance of training activities aimed at enhancing students' collaborative problem-solving abilities through assignment management (Amalia et al., 2023). The effectiveness of Trello as a project management system for fostering lifelong learning skills in senior students has been experimentally validated. The study is applicable to educational institutions seeking to implement agile teaching methods (Shchetynina et al., 2022).

Research conducted by Pozzi et al. (2023) found that while collaborative learning approaches are somewhat utilized by Italian teachers, some design choices do not fully align with recommended strategies and practices. Supporting collaborative learning with appropriate technologies involves selecting tools that facilitate collaboration, ubiquity, and ease of use. For instance, Parsons et al. (2019) reported using Trello to support a Scrum process and Kanban boards for the professional development of in-service teachers. They demonstrated how Trello's features effectively support collaborative agile teams.

Further research indicates that Trello is perceived as an effective online collaborative learning platform. For example, Anazifa et al. (2023) suggest implementing Trello in university-level biology laboratory courses to enhance organization and management of online activities.

Fathi et al. (2022) noted that collaborative learning improves students' knowledge and classroom engagement. It encourages universities to promote collaborative learning spaces, which foster positive energy in classrooms. Collaborative learning approaches also allow both teachers and students to share ideas and address challenges collectively.

Project management tools such as Basecamp, Trello, Asana, and Slack have proven effective in project-based learning (PBL). Meanwhile, Wahyudin and Haritman (2023) found that students who used such applications in PBL courses agreed that these tools effectively supported course outcomes. Online collaborative learning (OCL) offers three key benefits: flexibility in time and location, enhanced technological skills, and socio-emotional development (Oktarin et al., 2024). Fiorentya and Puspitasari (2021) highlighted the importance of OCL during the COVID-19 pandemic as a way to address learning challenges and promote problem-solving skills through collaborative platforms like Trello.

## **Collaborative Learning**

Collaborative learning is a teaching method that develops students' communication skills by encouraging them to voice their opinions. According to Dewiyanti (as cited in Fiorentya & Puspitasari, 2021.), collaborative learning typically involves two or more students engaging in discussions. Bakir (as cited in Rizqa) emphasized the widespread use of online collaborative learning across various subjects. In English classes, for instance, students develop academic, problem-solving, and teamwork skills through collaboration software (Devi Anazifa et al., 2023).

The pandemic intensified the need for online collaborative learning, as face-to-face interactions became limited. To mitigate these challenges, platforms like Trello allowed students and educators to collaborate effectively in remote settings. Rathakrishnan et al. (2020, as cited in Shchetynina et al., 2022) found that students using Trello for online discussions exhibited higher critical thinking skills, particularly in essay writing, compared to their peers.

Therefore, the primary goal of collaborative learning, especially during the pandemic, is to enhance students' communication and problem-solving skills. By fostering a collaborative environment, tools like Trello promote a positive learning mindset and effective teamwork.

## **METHOD**

This research was conducted based on the lecturer's written experience diary. The lecturer's narrative was framed within a reflective context, with student feedback serving as a key component for evaluation. The value of these reflections to the lecturer's instructional performance was examined. A narrative framework was utilized to organize and interpret the embedded case data, which included stories from occupational therapists. This approach helped to understand the participants as both individuals and narrators, particularly in relation to their occupational identities (Sunday et al., 2020).

This narrative inquiry research focuses on student collaboration using the Trello application for completing observation sheets as part of the final project in a school observation class. The research was grounded in the lecturer's documented experiences and data gathered through observation and interviews. The use of Trello as a learning tool proved to be particularly significant during the pandemic era. Narrative inquiry, a qualitative research approach, was employed to collect and analyze data from these observations and interviews.

The study was conducted within the English Language Education Study Program at Raden Intan Lampung State Islamic University. Participants included 6th-semester students, organized into seven groups, and the research spanned four months, from February to May 2020. The findings indicated that students demonstrated strong participation and collaboration in creating observation instruments. They also gained

valuable new experiences from the methods applied in this learning process.

Unlike many studies focused on the development or application of specific learning methods, this research aimed to explore the stories, participation, and experiences of students. By using a narrative framework, the study examined the told story of a pre-service teacher, using student feedback as a reflective tool, to assess its contribution to teaching performance. Fontana and Frey, as cited in Tresna, emphasized that narratives serve as vehicles that bring participants' words and stories to life (Siti Fatimah & Widya, 2020).

NVivo software played a critical role in this research, enabling efficient organization and analysis of qualitative data. Its ability to facilitate collaboration and enhance research outcomes has made it a valuable tool for graduate students engaged in qualitative studies (Limna, 2023). As outlined by Allsop et al. (2022), qualitative research seeks to understand individuals' lived experiences, and NVivo's features for data manipulation, coding, and interpretation greatly support this process. The software allows for the linking of ideas with data through tools such as DataBites, DocLinks, and NodeLinks, which provide quick and accurate access to data records (Azeem & Salfi, 2012).

The study also highlighted the challenges faced by the lecturer, who had limited teaching experience, in keeping students focused and active during the instrument design process within the Trello application groups. After each teaching session, the lecturer interviewed students in each group to gather their perspectives on using Trello as a virtual collaboration tool. These interviews provided valuable insights into the students' experiences and the effectiveness of Trello in fostering collaboration and engagement.

## **RESULTS AND DISCUSSION**

### **Result**

Through narrative analysis, it was found that student collaboration in the Trello application, based on interviews with 6th-semester students (divided into six groups), was at an active level. This conclusion was drawn from the analysis of interview data for each group and the observations conducted based on the lesson plan. As a teacher, the aim is to foster an effective learning environment to ensure the achievement of every learning goal. This section presents the research findings alongside a comprehensive discussion.

### ***Students' Activities Before Trello Application Class***

The results of warm-up questions posed to students before introducing Trello as a teaching and learning tool revealed a variety of pre-existing activities. Students assumed diverse roles, such as leader, researcher, writer, editor, or presenter. For example, leadership roles indicated strong organizational and decision-making skills, while writing and editing roles reflected a solid grasp of language and

attention to detail. These roles demanded a range of skills, including communication, critical thinking, and language proficiency. Students also reflected on challenges encountered during their roles, such as language barriers or time management issues, and how they overcame them. Instances of students improving over time showcased their adaptability and willingness to learn. This preparation phase highlighted their readiness to engage actively with collaborative tools like Trello.

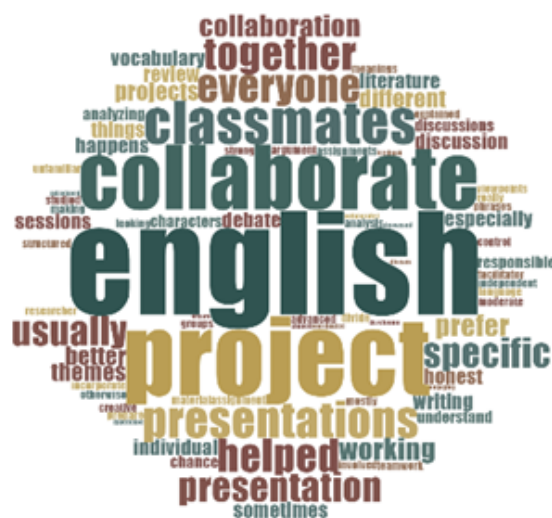


Figure 1. Word Frequency in Students Activities before Using Trello

The results from the other warm-up question about ‘How often do you collaborate with your classmates?’ revealed that students could describe whether collaboration happened daily, weekly, or occasionally with classmates, and for what types of activities (e.g., projects, presentation homework, or class discussions). Frequent collaboration could suggest a cooperative learning environment or strong peer relationships. It is essential to explore whether they collaborated in structured settings (e.g., assigned group work) or informal ones (e.g., helping each other outside of class). Limited collaboration might indicate challenges in communication, a lack of group work in the curriculum, or personal preferences for independent study.

Another question asked was, ‘Do you enjoy working in teams? Why or why not?’ Most students explained that teamwork provided benefits (e.g., sharing ideas, improving presentations, and offering mutual support) but also had drawbacks (e.g., uneven workloads and personality clashes). Positive responses indicated that students appreciated diverse perspectives and recognized the advantages of teamwork. Additionally, students were encouraged to provide specific examples where teamwork was enjoyable or challenging. Negative responses, however, highlighted areas for improvement, such as conflict resolution, team dynamics, or task allocation. Regarding preferred work styles, some students favored individual tasks due to personality traits or past experiences. Neutral or mixed answers

suggested flexibility depending on the context.

Based on students' responses, the collaboration steps using Trello involved several key activities. Teams began by creating a dedicated Trello board for their project, such as the "School Instruments Project," and organizing tasks with lists like "To Do," "In Progress," "Completed," and "Review." This setup provided a clear structure for task management. Each team member was then assigned specific tasks using Trello cards, including roles such as research, design, assembly, or the final presentation. These tasks were detailed with descriptions, deadlines, and relevant attachments or links to ensure clarity and effective delegation.

The team tracked progress by regularly updating the status of tasks, moving cards between lists as work advanced. Checklists within the cards were used to break down larger tasks into smaller, manageable steps, while labels and due dates emphasized clarity and urgency. Communication was facilitated through comments on Trello cards, enabling team members to share updates or ask questions. Notifications ensured that everyone remained informed about changes or completed tasks. Finally, a "Review" list was used to perform quality checks and gather feedback before marking tasks as completed, ensuring that the project met its goals and standards.



**Figure 2. Collaboration Steps in Trello**

Additionally, Trello presented both positive and negative outcomes in its use. On the positive side, it offered several advantages. First, organization: Trello helped teams stay organized by visually tracking all tasks in one place. Second, clear responsibilities: assigning tasks ensured that everyone understood their roles, reducing confusion. Third,

real-time updates: team members could monitor progress in real time, fostering accountability.

However, there were also challenges in using Trello for collaborative activities. One was the learning curve, as some team members initially struggled to use Trello efficiently. Another was consistency, as maintaining regular updates on the board required discipline. Lastly, technical limitations such as internet access or device compatibility occasionally hindered usage. Despite these challenges, Trello significantly enhanced communication and coordination, particularly for teams with diverse schedules.

### **Trello Features in Collaboration Activities**

Students highlighted various features they found useful in collaborative activities during Zoom classes. Trello's core features, such as boards, lists, cards, labels, and due dates, were highly effective for organizing and tracking collaborative school projects. Trello's key features played a significant role in enhancing collaboration and project management for students. Boards and Lists allowed teams to visually organize tasks into categories like "To Do," "In Progress," and "Completed," making project tracking simpler and more efficient. This visual structure provided a clear overview of the team's progress and responsibilities.

Cards with Attachments and Checklists were another valuable feature. Cards were used to assign specific tasks, ensuring that team members clearly understood their responsibilities. Checklists within cards helped break down complex tasks, such as designing instruments, into smaller, more manageable steps. Attachments further facilitated resource sharing, including blueprints, reference materials, or research documents. Labels and Prioritization also proved effective. Color-coded labels, such as "urgent" or "high priority," helped teams quickly identify critical tasks. This feature ensured that deadlines were met by making it easy to focus on the most important items. The use of Due Dates and Notifications kept the team on schedule. By setting due dates, the team could organize their timeline effectively, while automatic reminders ensured that important deadlines were not missed. The Comment Section for Communication enabled team members to provide updates, ask questions, and share feedback directly within Trello. This streamlined communication reduced reliance on external tools and allowed for more integrated collaboration. Finally, the Activity Log offered transparency and accountability by tracking changes and updates in real time. This feature ensured that everyone stayed informed about progress and adjustments, fostering a sense of trust and shared responsibility among team members.

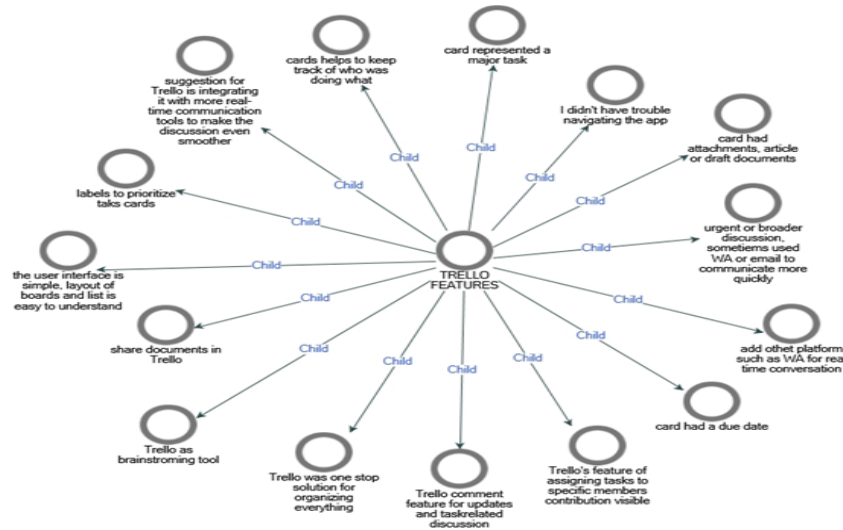


Figure 3. Features in Trello Application

### Challenges in Trello

The underutilization of advanced features in Trello highlighted gaps in training or their relevance for simpler projects, as not all team members were equally familiar with the platform's tools. This disparity occasionally slowed issue resolution. Data from student interviews revealed several challenges in using Trello for collaboration.

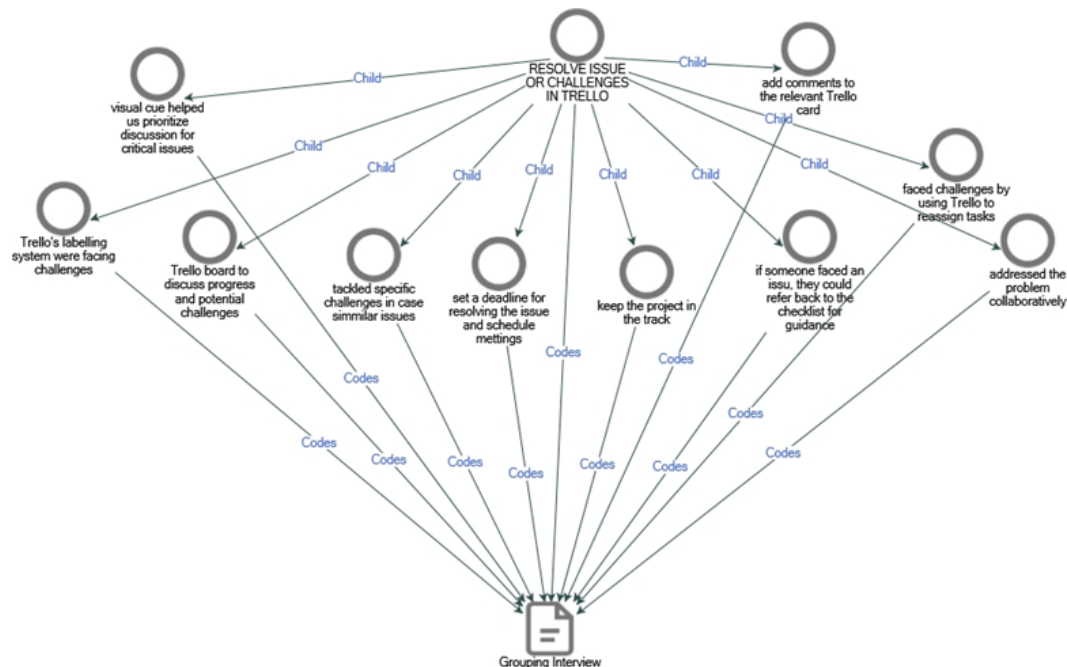


Figure 4. Challenges in Trello

One major issue was unclear responsibilities, where ambiguity over task ownership caused delays and confusion. The proposed solution involved using the "Assign Members" feature to ensure accountability and adding detailed task descriptions to cards to reduce uncertainty. Another challenge was missed deadlines, often resulting from overlapping priorities or a lack of timely reminders. Leveraging Trello's notification system to alert members about approaching due dates helped

mitigate this issue.

Communication gaps also presented difficulties, particularly in staying updated on task progress without in-person meetings. Centralizing communication within Trello helped reduce the reliance on external messaging tools, while real-time discussions were supplemented through platforms like WhatsApp groups.

Overloaded team members were another concern, as uneven task distribution led to bottlenecks. Teams reassessed workloads and adjusted assignments by moving tasks to a "Reassign" list. Similarly, stalled tasks emerged due to unclear expectations or unforeseen challenges. Trello's comment and attachment features provided a platform for brainstorming solutions or sharing additional resources to address such issues.

Updating cards consistently posed challenges for some members, affecting the smooth flow of collaboration. However, Trello's visual board system offered an overview of all tasks, enabling teams to identify and address these bottlenecks. By emphasizing accountability through assigned members and tracked deadlines, Trello ensured that tasks were not overlooked.

The platform also fostered teamwork by offering tools to reassign tasks, clarify roles, and improve communication. Students enhanced their problem-solving and time-management skills as they actively addressed challenges. They developed critical abilities like task prioritization, workload management, and issue resolution. Features like drag-and-drop for task reassignment and tagging members in comments provided quick and seamless adjustments.

Encouraging consistent updates and proactive communication would further enhance Trello's effectiveness. Its features for task reassignment and communication were instrumental in resolving project challenges. Trello serves as an excellent model for structured problem-solving in academic and professional projects, promoting strong collaboration and organizational habits.

## **Discussion**

The discussion around Trello as a collaborative tool in education demonstrates both its strengths and challenges, aligning with and contradicting prior research findings. Alakrash and Razak (2021) highlight the importance of digital tools in fostering collaborative and technologically enriched learning environments. Similarly, Amalia et al. (2023) found that Trello effectively enhances collaborative learning in vocational school settings by facilitating task management and accountability. This aligns with the current study, where Trello was praised for its ability to organize tasks through visual boards, assign responsibilities, and provide real-time updates. However, challenges such as underutilized advanced features and inconsistent card updates revealed gaps in user familiarity and discipline, echoing Parsons et al.'s (2019) observations that Trello's utility depends significantly on user training and engagement.

Contrarily, while Shchetynina et al. (2022) advocate for Trello's role in developing lifelong learning skills through structured collaboration, the present findings suggest

that it may not always be optimal for smaller-scale or simpler projects. Features like automation and third-party integrations were underused, contrasting with findings by Fiorentya and Puspitasari (2021), who reported broader feature utilization in more complex tasks during the pandemic. Additionally, while Pozzi et al. (2023) emphasize the design challenges for teachers in collaborative learning contexts, the current study highlights Trello's potential to address these by providing structured workflows. However, consistent updates and proactive communication remain critical areas for improvement, as suggested by Wahyudin and Haritman (2023), who underscore the need for robust communication channels in project-based learning. Overall, while Trello offers significant benefits in collaborative education, its effectiveness hinges on proper training, context relevance, and user commitment.

## CONCLUSION

This research demonstrates the significant potential of the Trello application as a collaborative tool in educational settings, particularly during a period where virtual learning has become essential. The study revealed that Trello's structured and interactive features facilitate efficient task management and enhance student collaboration, as evidenced by the high level of student engagement during the school observation project. The findings suggest that Trello can effectively bridge communication gaps in virtual settings, providing a flexible platform for collaboration and task delegation.

The implications of this research emphasize the necessity of integrating digital tools like Trello into modern education to address challenges in virtual collaboration. By fostering an organized, accountable, and interactive learning environment, such tools can prepare students for real-world teamwork and project management scenarios. The study also highlights the broader potential of these tools in fostering innovative learning practices in higher education.

However, the research encountered several limitations. The qualitative approach, while offering valuable insights into students' experiences, limits the generalizability of the findings. Additionally, the reliance on Trello for collaboration may overlook alternative platforms that could offer similar or superior functionalities. Some challenges, such as inconsistent updates and underutilization of advanced features, also point to the need for better training and adaptability among users.

Future research should explore the comparative effectiveness of Trello against other collaborative platforms in diverse educational contexts. Investigating its application in various disciplines and its long-term impact on student learning outcomes would provide a more comprehensive understanding of its capabilities. Expanding the study to include quantitative metrics, such as task completion rates or user satisfaction scores, could also offer a more robust evaluation of Trello's effectiveness as an educational tool.

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