
The Use of Padlet in Writing Learning Reflection: Students' Perspectives

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Abstrak

Media pembelajaran digital memang sedang berkembang dan berperan penting dalam menciptakan lingkungan belajar yang menyenangkan dan mampu mengakomodasi kebutuhan belajar siswa. Padlet menyediakan ruang bagi siswa untuk belajar secara digital, terutama melalui kegiatan menulis refleksi pembelajaran. Penelitian ini bertujuan untuk mengetahui perspektif siswa terhadap penggunaan media Padlet untuk kegiatan menulis refleksi. Penelitian ini diikuti oleh 50 siswa kelas VII dengan menggunakan metode penelitian kualitatif berupa desain fenomenologi. Data diperoleh dari kuesioner yang disebarluaskan melalui Google Form, observasi, dan wawancara. Data yang diperoleh dari Google Form diperkuat dengan melakukan wawancara, yang bertujuan untuk memeriksa konsistensi hasil Google Form. Hasil penelitian menunjukkan bahwa siswa memberikan tanggapan positif terhadap media Padlet. Mereka menilai bahwa media Padlet mudah digunakan, membantu siswa berdiskusi dan bertukar pikiran, menghilangkan kebosanan, meningkatkan partisipasi siswa dalam menulis refleksi, dan meningkatkan motivasi belajar siswa. Disimpulkan bahwa Padlet dapat berfungsi sebagai perangkat digital yang efektif untuk mendukung pembelajaran reflektif. Penelitian selanjutnya disarankan untuk menyelidiki efektivitas Padlet dibandingkan dengan platform digital lain atau dalam konteks pendidikan yang berbeda.

Kata Kunci: pembelajaran digital, media, Padlet, lingkungan belajar

Abstract

Digital learning media is indeed developing and plays an important role in creating a pleasant learning environment that can accommodate students' learning needs. Padlet provides space for students to learn digitally, especially through the activity of writing learning reflections. This research is aimed at finding out students' perspectives on the use of Padlet media to write reflection activities. This study was attended by 50 students in the seventh grade using a qualitative research method in the form of phenomenology design. Data was obtained from questionnaires distributed via Google Form, observations, and interviews. The data obtained from the Google Form is strengthened by conducting interviews, where the purpose of the interviews is to check the consistency of the Google Form results. The finding revealed that students gave positive responses regarding Padlet media. They perceived that Padlet media was easy to use, helped the students to discuss developing ideas and exchange ideas, eliminated boredom, increased the students' participation in writing reflections, and increased students' learning motivation. It is concluded that Padlet can serve as an effective digital tool to support reflective learning. Future studies are suggested to investigate Padlet's effectiveness in comparison with other digital platforms or in different educational contexts.

Key words: digital learning, media, Padlet, study environment

INTRODUCTION

Digital technology plays an important role in developing interactive applications for learning. Digital learning media are available in electronic form, such as e-books, web applications, and so on (Sitepu, 2021). Moreover, Nana & Surahman (2019) defines digital learning as learning where the majority of users (students and educators) use learning media can connect educators and students in one network so they can exchange information and carry out the learning process. Additionally, a learning model must be created and integrated with technology (Nashir & Laili, 2021). Padlet is one of the innovation tools (Hammond & Waltemeyer, 2021; Lucas et al., 2021). Padlet is one of the interactive learning tools that is easy to access. It is a program for online learning, also known as an online whiteboard or an online synchronous platform. Badriah (2021) defined Padlet is a user friendly virtual whiteboard platform that

supports real time learning activities. It is accessible across multiple devices, including smartphones, tablets, laptops, and desktop computers. By using Padlet, teachers and students can engage in collaborative learning, as the platform provides an interactive space where all participants can contribute simultaneously. Padlet enables both teachers and students to exchange ideas and thoughts through various formats such as videos, images, and written text (Nofrion, 2021). With its diverse features—including text, visuals, animations, videos, and hyperlinks Padlet helps create a more engaging classroom environment and fosters active student participation in the learning process. Apriliana, (2022) said in her study that Padlet not only increased students' motivation and encouraged active participation, but it was also user friendly and easy to implement in the classroom setting. This is in line with Lucas, (2021) who stated that Padlet is a technology of education that is fun and easy to use in a learning process. Besides, the Padlet application has met international educational application standards set by the International Society for Technology in Education (ISTE). This institution is responsible for surveying and evaluating the feasibility of learning media. It categorizes its standards across different areas of education, including appropriateness for students, teachers, instructional leaders, trainers, and those involved in computer science education. (ISTE Standards, 2019).

For students, Padlet has the advantage of honing students' creativity skills. This will lead students to be creative communicators. In line with this, the International Society for Technology in Education proved that students were able to communicate and express themselves creatively through the digital platforms they master to achieve their goals. Furthermore, the ease of access and flexibility offered by language learning materials shared on Padlet can serve as a motivating factor and contribute positively to students' language learning progress. (England, 2017). Asrori (2020) said Perception is the process of interpreting information received from the surrounding environment through the five senses such as sight, hearing, and feeling. Understanding students' perceptions of the learning media they have experienced is essential, as it provides insight into how they feel during the learning process. Moreover, students' perceptions serve as valuable input for teachers in evaluating whether to retain, improve, or modify the learning media based on the feedback expressed by the learners themselves. Then, files uploaded to Padlet are stored in cloud-based storage, which helps conserve device memory for both educators and students, reducing the need for additional storage resources (Rofiah et al., 2023)

On other things, learning reflection activities will provide students with the opportunity to provide feedback on learning activities taking place in their class. Through this learning reflection activity, positive information will be obtained about how teachers can improve the quality of learning and can find out the extent to which learning outcomes have been achieved. Reflection on learning is a deliberate action by the teacher to critically review the entire learning process, including the planning, implementation, and the outcomes achieved. It serves as a means to evaluate and improve future teaching practices (Ismayanti et al., 2020). Moreover, learning reflection requires the active participation of two parties, namely the teacher and the students, so that both can profit from this reflection activity. Thus, learning reflection plays an important role in knowing students' perceptions of the material they have studied. Apart from that, learning reflection becomes an evaluation tool for designing and selecting learning media that is of interest to students. For this reason, involving students in actively writing learning reflections is very important the same as choosing media as a means of writing reflections. For that reason, Padlet become a media for students to write down the learning reflections.

There have been many studies regarding Padlet. The first study that is relevant to this research conducted by (Apriliana, 2022), explained that Padlet was successful in increasing students' poetry writing skills. Padlet offers a fresh and engaging approach to fostering students' creativity in writing poetry. Its visually appealing interface also enhances the overall presentation of students' poetic works, making them more captivating and expressive. The second study was about Japanese writing with Padlet media conducted by Handini, Herniwati, and Wawan (2020), showed that Padlet was effective in increasing Japanese writing skills. The result from experimental research was that the mean score was 80.41, proving that Padlet was effective in increasing Japanese writing skills. The third study was the use of Padlet to enhance descriptive writing skills. Qulub & Renhoat, (2020) declared that Padlet interacted with students' interests and abilities in writing descriptive text. Students learned to write descriptive text easily and

enjoyably. The fourth study, Adawiyah, A (2018) told about the implication of Padlet in scientific writing learning. From the data, 39 respondents gave positive responses, of which 72% showed that they can produce scientific papers after learning with Padlet. The data was collected by using an attitude scale with eleven closed questions. Next, the study was conducted by Algraini (2014) stated that The writing performance of fifth-semester students showed notable improvement after integrating Padlet as a learning tool. In addition, their grammatical accuracy also progressed as a result of engaging with writing activities through Padlet at the Islamic University of Science in Malaysia. (Haris et al., 2017).

In addition, the previous studies have not discussed the students' perspective after writing students' reflection sheets using Padlet. The previous studies were about improving students' writing skills in descriptive text, scientific scope, and Japanese language. Therefore, this research aims to investigate students' perceptions of using the Padlet application in writing learning reflections. This study is expected to provide insights into how students respond to Padlet as a reflective learning medium and to what extent it supports their participation and learning motivation.

RESEARCH METHODOLOGY

This study employed a qualitative research method using a survey design to explore students' perspectives on the use of Padlet for writing learning reflections. The research was conducted at a public junior high school in East Java during the 2024/2025 academic year. A total of 50 seventh-grade students participated in the study, selected through purposive sampling due to their prior experience in writing reflections using Padlet.

Data were collected through three primary instruments: classroom observations, a structured questionnaire via Google Forms, and follow-up interviews with five selected students. The questionnaire consisted of ten closed-ended questions in Indonesian to ensure clarity, while the interview included four open-ended questions to validate the questionnaire responses.

The data collection process involved observing students during the use of Padlet for reflection writing after learning a procedure text, followed by distributing the Google Form to capture their perspectives. Interviews were conducted to ensure the consistency of the responses.

Data analysis followed Miles and Huberman's (2014) framework, consisting of three steps: data reduction (through coding and filtering for relevance), data display (descriptive explanation supported by bar charts), and conclusion drawing (based on observation and student reflections). The analysis emphasized students' motivation, engagement, and emotional responses toward using Padlet in the learning process

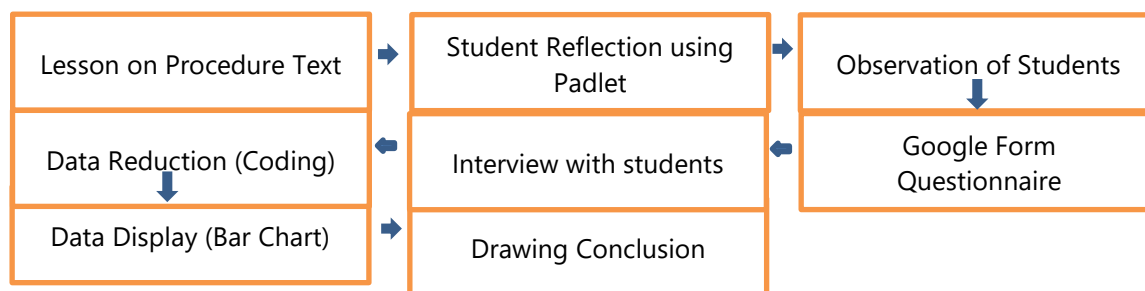


Figure 1. Flow chart of Data Analysis Stages

RESULTS AND DISCUSSIONS

Results and discussion are written in the same section. Write down the main results/findings in the research which are then followed by discussion or discussion based on relevant reference sources. Writing the results and discussion can be completed with tables or graphs that are used as a reference in writing. From the data obtained, the researcher focused on the results regarding students' perspectives about the use of Padlet media in writing reflections. Those are students' point of view of Padlet as learning medium and the medium of assessment. The data was described as an explanation to strengthen the results of the data.

Furthermore, interviews were applied by giving five questions to five students. They were appointed based on their activeness in writing reflections. They were interviewed through video call. The instrument of questions were made by the researcher in which the questions were intended to check the consistency of the google form result. The result of the google-form indicated that 43 students (86%) agreed that Padlet helped students in writing students' reflections after the teaching and learning process. Meanwhile, few students declared disagreement and doubtness.

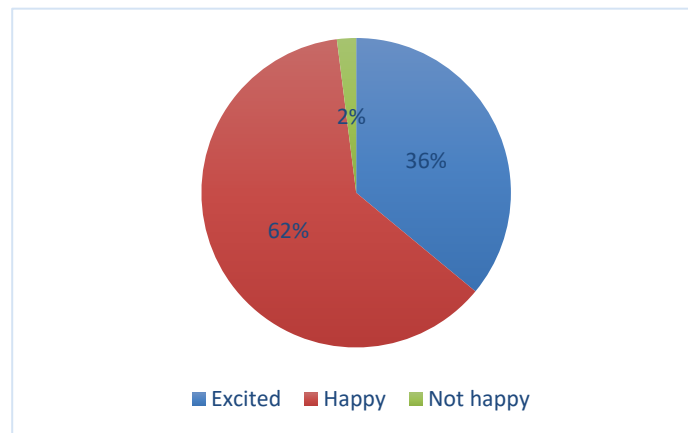


Figure 2. The use of Padlet helped students in writing' reflection after teaching and learning process

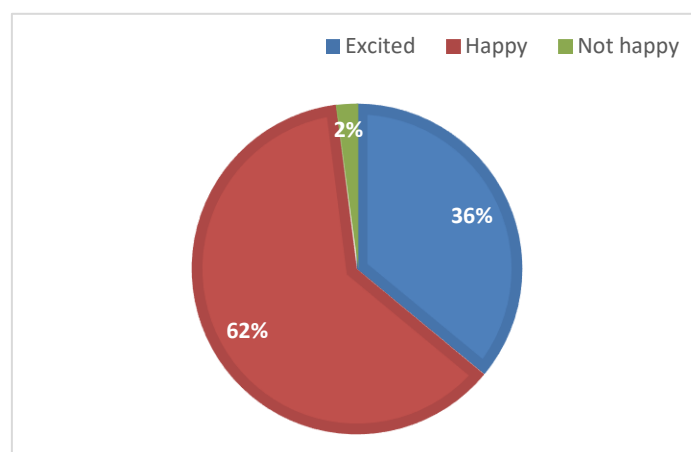


Figure 3 . Padlet influences the way to structure and organize thoughts when writing the reflections.

Students said yes that Padlet influenced the way the students' structure and organize their thoughts when writing the reflections. It was indicated that more than half of students gave agreement, ten students chose disagreement and the rest felt doubt. More than 30% students were happy when they wrote their learning reflections by using Padlet. Moreover, eight teen students were exited but a student was not happy. This showed that Padlet motivated students to write reflection. This motivation could enhance students' writing skill.

The reason of the students in giving positive respond toward Padlet media

In the first interview question regarding the positive reasons given by students for Padlet media, it showed that overall participants agreed that Padlet media was easy to apply. There was even a participant who also stated that the Padlet media was very fun to use in writing learning reflections. Thus, it can be concluded that if all participants said that they liked the use of Padlet. The reason they gave was that Padlet media was easy to apply and also fun. This media was also interesting to use to write learning reflections so as to increase their role and train their writing skills. From the picture explained that 94% of students

felt easier in expressing their ideas and feeling in the reflection. It indicated that Padlet was easy to be operated although 6% of students stated that Padlet was difficult to be applied.

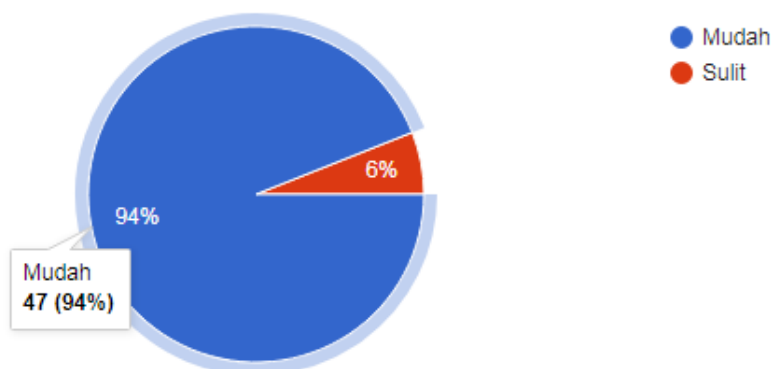


Figure 4. Padlet made easier in expressing the ideas and feeling in writing the reflection

The question regarding the ease of Padlet in combining ideas to write learning reflections resulted in positive responses from participants, indicating that Padlet media made it easy for students to share ideas with their friends. However, there were participants who stated that writing learning reflections was rather difficult because the participants had limited ideas. Thus, Interviewees explained that Padlet media made it easy for them to combine ideas to write learning reflections. They could exchange ideas with friends so that writing learning reflections became fun. Although there were participants who stated that Padlet media did not help him in compiling ideas to be expressed in writing learning reflections. Padlet also facilitated students to discuss collaboratively in writing reflection. They could share their ideas and gave some additional sentences. Furthermore, students felt easier to explain their feelings because they got inspiration from their friends' sentences.

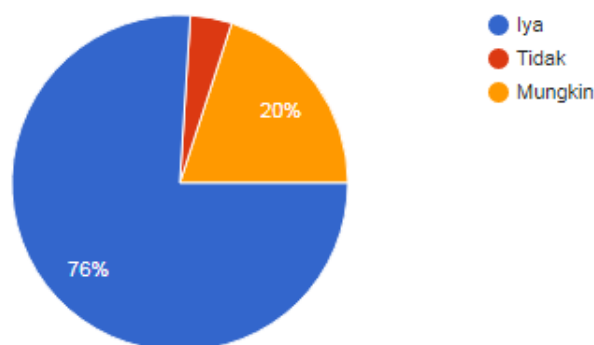


Figure 5. Padlet facilitated discussion room to write reflection collaboratively

All participants expressed the same opinion about using Padlet which makes it easy to exchange ideas with friends when writing learning reflections. They agree that Padlet media was a media that could increase the role of students in exchanging ideas. For example, the first participant stated that Padlet media could facilitate students to collaborate with friends and find out how friends felt after learning took place. This was reinforced by the opinion of the third participant who explained that Padlet media facilitated students to discuss and respond to students' opinions through the Padlet wall. From the results of the interview in the third question, it was informed that using Padlet provided space for students to collaborate with their friends in developing ideas that were expressed in writing to write reflections on learning. This provided guidance for students to develop a picture of the ideas they had in mind.

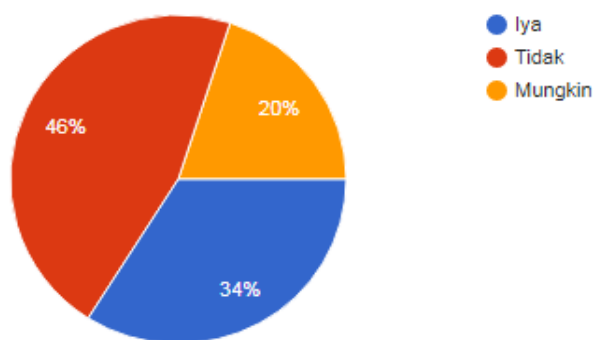


Figure 6. Challenges and obstacles in writing reflections on Padlet media

Some students got any challenges and obstacles. It was because unstable connection so that they had to refresh more times to be able to open the link and write their reflection. Meanwhile, forty students could open the link successfully and write down their reflection. Others said maybe because they had to wait for several minutes to log in to Padlet.

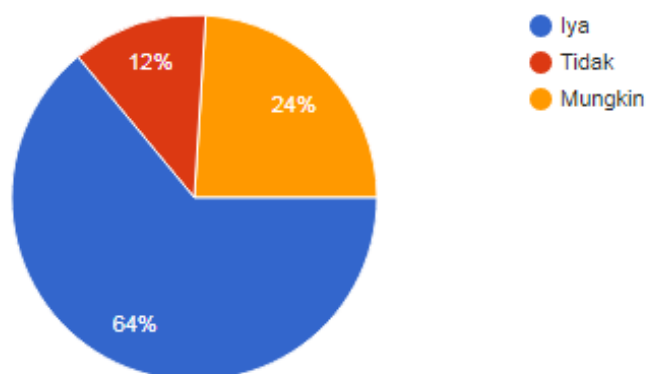
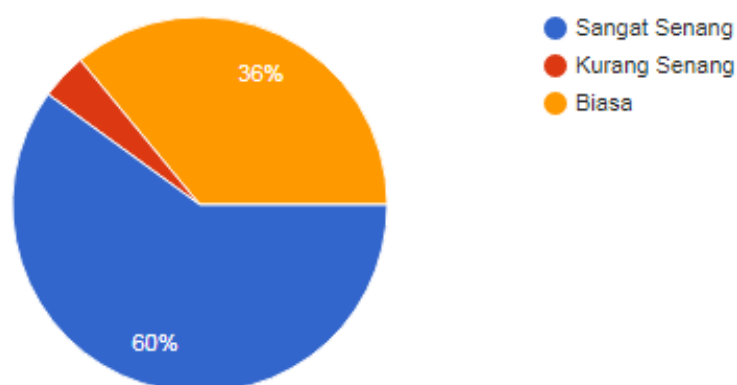


Figure 7. Padlet has increased involvement in writing reflections or in the learning process in general



Students participated actively when they applied Padlet for writing reflection. Only 12% students felt that writing reflection on Padlet did not increase their involvement. Based on observation, they usually participated during reflection time so that they felt that with the new way for writing reflection did not give

any effects on them. Students were excited when they used Padlet as technology. Some of them even felt so so because they had applied the application before. Meanwhile, few students were not excited in using such kind of technology.

The use of Padlet media as a technology turned out to be able to be operated well by students. Most students only needed to be explained once how to write a learning reflection and post it on the wall. They said that Padlet was easy to use. Based on the interview conducted, it could be summarized that students were excited about using Padlet for writing reflections for some reasons. Padlet was easy to use and operate. It also motivated students to actively participate in the learning process. Moreover, Padlet gave space for discussion. It is in line with the study conducted by Fadhilawati, (2020) that Padlet served activities like brainstorming, discussion, and project work in classroom setting. Students could discuss and get ideas from sentences posted by their friends. Furthermore, students felt that Padlet made sharing and gathering ideas easy. Thus, it made them study in a good mood.

This study aimed to describe the perspective of Padlet for students in writing learning reflection after learning procedure text. Based on the google form result about students perspective after writing reflection on Padlet indicated that students felt happy because they were able to share their ideas and feelings after learning process. It was in line with Badriah (2021) stated that Padlet facilitated learning activities in real time. Moreover, Padlet helped students to organize their ideas easier. Furthermore, Padlet facilitated a room for discussing and other students were able to give feedback on the wall posted. It avoided students from boredom. This was in accordance with the research results from Badriah, (2021) that Padlet is used as digital-based mediators which can support for interactive learning and overcome students boredom. Padlet media also could facilitate students to collaborate with friends and find out how friends felt after learning took place. This is in accordance with the argument of Hammond & Waltemeyer, (2021) Padlet can be used in the context of teaching and learning to increase student engagement with the material and learning objectives, as well as to give them chances to work together. Moreover, Padlet is an easy, creative and interesting way as a media to create and share the materials (Fadhilawati, 2020). Beside that Padlet had increased the students' involvement in writing reflections or in the learning process. Students admitted that Padlet was a medium that was easy to apply. That's why students felt challenged and encouraged students' to participate actively in writing reflections via Padlet. Besides that, students did not have significant obstacles in their ability to operate Padlet media. As Apriliana, (2020) said Padlet was not only able to raise students' motivation and participated actively but also it was easy to be applied. The only problem that may occur is unstable network and some students does not have their own mobile phone. The use of Padlet as an educational tool promotes creativity and collaborative learning among students and serves as a valuable learning resource.

CONCLUSIONS

After analyzing the result of the data and describing it in discussion, it concluded that Padlet gave positive effects based on the students' perspectives. Padlet had fulfilled the indicators of perspectives, namely students' feelings after using Padlet media in writing reflections, ease of use of Padlet media, and increasing student participation in writing reflections. Students were able to compose a reflection following the teaching and learning process with the assistance of Padlet. Additionally, Padlet had an impact on how individuals arrange and order their ideas while writing reflections. In addition to encouraging students to have fun, excitement, and enjoyment, Padlet also made it simpler for them to communicate their thoughts and emotions when writing reflections. Additionally, Padlet enabled a discussion space for group reflection writing. Furthermore, Padlet's participation in writing reflections and the learning process overall increased. In addition, the students' era has been met by the use of technology, such Padlet, in learning tasks like writing reflections. Mostly students gave positive respond related to the indicators of perspectives although there were a few students who had a less impressive perspective on Padlet media. This is still considered normal because digital media certainly has positive and negative sides for its users.

Future research should explore the use of Padlet across different education levels and compare it with other digital platforms. Longitudinal studies are recommended to assess its long-term impact, and further integration with various learning activities could enhance its effectiveness. Attention should also be given

to students with low engagement, and teacher training is essential to optimize the use of Padlet in reflective writing and digital learning.

The analysis of students' reflection sheets indicates that learners held a generally positive perception of Interactive Learning Multimedia (ILM) delivered via Google Sites. The findings were organized into three primary categories: (1) reception of external stimuli, (2) comprehension of learning content, and (3) evaluation of the interactive media used. In the first category—students' reception of external stimuli—the data revealed high levels of enthusiasm toward the learning experience. This enthusiasm stemmed largely from the dynamic and engaging nature of the media, which effectively mitigated boredom and sustained student interest throughout the sessions.

The second category focused on students' understanding of the material. Here, responses suggested that the use of varied and interactive media significantly enhanced their comprehension of procedural text content. Additionally, the learning tools provided during the lessons supported students' ability to complete tasks successfully and participate actively. These outcomes were further attributed to the media's adaptability to diverse learning styles—visual, auditory, and kinesthetic—thus fostering a more personalized and effective learning experience.

The third category examined how students assessed the ILM tools. Students expressed a clear preference for audiovisual content and the use of Padlet as a platform for interaction and reflection. These tools contributed to a positive classroom environment that encouraged active engagement and smooth instructional delivery. Students' motivation was further driven by their curiosity and interest in exploring the media. This increased their willingness to follow instructions and engage with each activity step by step. Moreover, the interactive nature of the media enabled a shift toward student-centered learning, offering greater autonomy and involvement in the educational process.

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