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## Junior High School Students' Perceptions Of Padlet Implementation For Teaching Writing

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### Abstract

Penelitian ini bertujuan untuk mengetahui persepsi siswa sekolah menengah pertama terhadap implementasi Padlet dalam pembelajaran menulis bahasa Inggris. Penelitian ini menggunakan metode deskriptif kualitatif. Partisipan penelitian terdiri dari 57 siswa dari salah satu sekolah di Sumenep, Jawa Timur, yang telah mengikuti kegiatan pembelajaran menulis menggunakan Padlet. Data dikumpulkan melalui kuesioner open-ended yang dibuat melalui Google Forms dan didistribusikan kepada partisipan. Hasil penelitian menunjukkan bahwa sebagian besar siswa memiliki persepsi positif terhadap penggunaan Padlet. Siswa merasa bahwa Padlet membuat pembelajaran menulis menjadi lebih menarik, menyenangkan, dan interaktif. Selain itu, Padlet dianggap praktis dan memudahkan proses menulis serta pengumpulan tugas. Penggunaan Padlet juga meningkatkan partisipasi dan motivasi siswa dalam kegiatan menulis. Namun, beberapa tantangan juga ditemukan, seperti kendala teknis berupa sinyal internet yang tidak stabil, perangkat yang mengalami lag, serta gangguan dari teman karena sifat Padlet yang kolaboratif. Secara keseluruhan, penelitian ini menunjukkan bahwa Padlet dapat menjadi media yang efektif untuk mendukung pembelajaran menulis, tetapi juga perlu adanya pengelolaan kelas dan kesiapan teknis yang baik untuk meminimalisir adanya hambatan yang terjadi.

**Kata Kunci:** Alat Pembelajaran Digital, Siswa Sekolah Menengah Pertama, Padlet, Persepsi, Pembelajaran Menulis.

*This study aims to investigate junior high school students' perceptions of the implementation of Padlet in teaching English writing. This study employed a descriptive qualitative method. The participants consisted of 57 students from a junior high school in Sumenep, East Java, who had participated in writing activities using Padlet. Data were collected through an open-ended questionnaire created using Google Forms and distributed to the participants. The findings revealed that most students had positive perceptions toward the use of Padlet. Students felt that Padlet made writing activities more interesting, enjoyable, and interactive. In addition, Padlet was considered practical and helpful in facilitating the writing process and task submission. The use of Padlet also increased students' participation and motivation in writing activities. However, several challenges were identified, such as technical issues including unstable internet connection, device lag, and disturbances from peers due to the collaborative nature of Padlet. Overall, this study indicates that Padlet can be an effective medium to support writing instruction; however, proper classroom management and technical readiness are necessary to minimize potential challenges.*

**Keywords:** Digital Learning Tools, Junior High School Students, Padlet, Perception, Writing Skills.

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## INTRODUCTION

The emergence and advancement of technology in today's era have impacted all industries, including Information Technology (IT), communications, education, and more. In education, technology has transformed traditional teaching methods (teacher-centered) into new teaching methods (student-centered) (Mahmud, 2019). In the context of technology-enhanced learning, maintaining user motivation and attention is a significant challenge. Sustained engagement is crucial for achieving learning objectives and transferring skills to real-world situations (Wang et al., 2025). The implementation of student-centered learning applications in the classroom has also increased. Furthermore, in recent years, the integration of technology and innovative teaching strategies has transformed the traditional classroom environment into a more modern and engaging one. Digital learning online tools are now widely used to support teaching and learning activities, particularly in higher education. This enables

teachers to design more interactive learning environments and provides students with opportunities to engage in learning without the constraints of time and place.

In the educational context, one technology that has caught the attention of students and teachers is Padlet. Padlet is an online collaboration learning tool designed to allow users to share ideas, text, and multimedia content in a virtual space. Padlet provides opportunities for students to express their ideas, collaborate with peers, and receive feedback in real-time or asynchronously. Padlet is an online tool that has been used to foster interaction and communication in collaborative learning (Dewitt et al., 2015). Padlet facilitates a shared virtual space. In addition, according to Weller, (2013) documents and multimedia files from the virtual wall can be saved, copied, and pasted into other applications and dynamically placed using several techniques. This tool can be used for simple tasks for beginners or for expert instruction, and does not require special training. Through its interactive features, Padlet encourages active participation and interaction among students, allowing students to exchange feedback and develop ideas collectively. Padlet supports collaborative learning by encouraging communication, engagement, and cooperation among students throughout the learning process.

Fadillah, (2021) said that almost all subjects, both in classrooms and at the university level, are taught through apps or websites, including English. Students are required to actively share their thoughts and feelings in English. Writing is generally considered a crucial skill that enables students to share their ideas and opinions in writing. Furthermore, writing is considered a form of communication that serves a fundamental function in human life, both professionally and personally.

Furthermore, in the context of teaching writing at the university level, Padlet can also serve as an effective tool to support the writing process, including brainstorming, drafting, revising, and peer feedback. Padlet allows students to actively participate, share their writing confidently, and interact with teachers and peers. Therefore, investigating students' perceptions of the implementation of Padlet in teaching writing is important to understand how this digital tool impacts student engagement, motivation, and learning experiences in higher education.

Several researchers have also conducted studies related to the use of digital devices in improving students' writing skills, including the use of Padlet as a collaborative tool. A relevant previous study was conducted by Mahmud (2019), who conducted a qualitative study examining students' perceptions of using Padlet for English writing in ESL classes. The results found that students generally viewed Padlet positively for collaboration and idea sharing. Still, they felt it was less effective for developing advanced writing skills and more suitable for simple writing assignments. Albaniah et al., (2024) used pre-tests and post-tests with experimental and control groups. The results found that junior high school students taught using Padlet showed significantly higher writing skills than those taught using conventional methods. This indicates Padlet's effectiveness in improving writing performance.

A previous study by Etfita et al., (2022) examined students' perceptions of the use of Padlet in synchronous online English learning. Using descriptive quantitative methods, they found that students viewed Padlet positively in terms of usability, engagement, motivation, ease of use, and support for interaction in writing activities. Furthermore, a previous study by Mehta et al., (2021) conducted a mixed-methods study examining undergraduate students' perceptions of Padlet for collaborative learning. The study found that students found Padlet easy to use and beneficial for increasing engagement, collaboration, anonymity, and confidence, although its effectiveness varied depending on the learning context.

Although several researchers have previously examined the use of Padlet in teaching writing, several gaps remain to be identified and analyzed. Most studies have focused solely on students' writing performance or general perceptions without specifically exploring students' initial perceptions after first implementing Padlet, particularly at the junior high school level. Furthermore, previous studies have tended to use quantitative or mixed-methods approaches, while in-depth qualitative exploration of students' subjective experiences is limited.

A further gap is evident because research examining student perceptions using a clear cognitive and affective framework is still limited, even though this is crucial for understanding not only what students think about Padlet but also how they feel when using it. Therefore, this study aims to fill these gaps by exploring junior high school students' cognitive and affective perceptions of Padlet implementation in writing activities, particularly in the context of writing at junior high school. This study will explore students' perceptions of Padlet's integration into the learning process, including attitudes, level of engagement, perceived benefits, and challenges encountered when using Padlet.

Based on the background that has been explained above, the researcher determines question that will be answered in this study. The question is: How is the students' perception on the implementation of Padlet during learning writing. Furthermore, the objective of this study is to explore students' perceptions of the implementation of Padlet during learning writing skills.

## RESEARCH METHODS

According to Creswell (2011), qualitative research is used to explore and understand the meanings individuals or groups attribute to a particular phenomenon. Therefore, qualitative research is appropriate for examining students' subjective experiences, opinions, and feelings regarding the use of Padlet.

In this study, the researcher employed a descriptive qualitative study design. This design aims to explore and describe students' perceptions of the implementation of Padlet as a digital tool in teaching writing among junior high school students. The application of Padlet in this study was not as an experimental treatment, but as an activity to provide technology-based learning experiences, namely Padlet, to students before they expressed their perceptions regarding that learning tool. By providing an in-depth understanding of students' subjective experiences, opinions, and feelings regarding Padlet use without manipulation or intervention, the researcher to capture students' natural attitudes and responses to this innovative teaching method.

The questionnaire used in this study was developed based on perception theory, particularly the distinction between cognitive and affective components of perception. Cognitive perception refers to individuals' beliefs, thoughts, and evaluations toward an object, while affective perception refers to their feelings and emotional responses (Walgito, 2010).

The research was conducted at a junior high school in Sumenep, East Java, involving 57 eighth-grade students selected through purposive sampling, as they had prior experience using Padlet in writing activities. Data were collected using an open-ended questionnaire developed based on cognitive and affective perception frameworks and distributed via Google Forms after students practiced writing using Padlet. The data collection process included instrument preparation, questionnaire distribution, and systematic data documentation. Furthermore, data were analyzed using qualitative procedures, including reading and familiarizing with the data, coding responses, developing themes, and interpreting findings. To ensure the trustworthiness of the study, criteria such as credibility, transferability, dependability, and confirmability were applied, ensuring that the findings accurately represent students' perceptions.

## RESULTS AND DISCUSSION

The research was conducted at a junior high school in Sumenep, East Java, involving 57 eighth-grade students selected through purposive sampling, as they had prior experience using Padlet in writing activities. Data were collected using an open-ended questionnaire developed based on cognitive and affective perception frameworks and distributed via Google Forms after students practiced writing using Padlet. The data collection process included instrument preparation, questionnaire distribution, and systematic data documentation. Furthermore, data

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**Tabel 1 Themes and Sub-Themes**

| <b>Theme</b>         | <b>Sub-theme</b>   | <b>Representative Meaning</b>  |
|----------------------|--|--|
| Positive Perceptions | Feelings of Fun and Enjoyment  | Writing becomes more interesting and fun                                       |
|                      | Ease and Practicality of Padlet  | Easy typing and faster submission  |
|                      | Increased Motivation, Engagement, and Willingness to continue using Padlet | Active participation and willingness to continue                               |
| Negative Perceptions | Distraction from Peer Interaction Features                                 | Students are losing their focus due to peer distraction                        |
|                      | Anxiety of Content Editing or Deleting by Peers                            | Feel worried about their work being changed by others                          |
|                      | Technical Issue of Device and Signal Performance                           | Disrupted by slow or problematic devices and bad internet connection           |
|                      | Students' Initial Unfamiliarity and Challenges of Padlet                   | Student feel difficult due to lack of familiarity with Padlet at the beginning |

From the positive perspective, students perceived Padlet as an enjoyable and engaging tool that made writing activities more interactive and less monotonous. The platform's features, such as colorful layouts and real-time interaction, contributed to a fun learning atmosphere, which enhanced students' interest and participation. This perception echoes the concept of playful learning in language education, where integrating interactive features and game-like learning supports can reshape the student experience and make learning more engaging and flexible (Ali & Shahreza, 2024). Furthermore, it alligns with previous research by Setiawati, (2020) showed that digital learning tools can foster positive emotional engagement by presenting learning activities in a format that is feature, visually and interactively engaging, contributing to students' enthusiasm for learning tasks. In addition, Padlet was considered easy and practical to use, as it allowed students to type, edit, and submit their work more efficiently compared to traditional methods. This practicality also supported better organization of ideas and enabled the integration of other digital tools, such as online translators. Furthermore, students demonstrated increased motivation, engagement, and willingness to continue using Padlet in future learning, although some expressed this willingness conditionally, depending on classroom management and technical stability.

On the other hand, several challenges were identified. The collaborative feature sometimes caused distractions, reducing students' focus during writing activities. This perception relates to a previous study by Okoye et al. (2023) that described digital learning environments, where the researchers noted that collaborative tools require clear guidelines and rules. Some students also experienced anxiety due to the possibility of their work being edited or deleted by peers, indicating concerns about control and ownership. Technical issues, such as device lag and unstable internet connections, further disrupted the learning process and affected students' comfort. These student perceptions and findings align with broader discussions about the challenges of digital learning, where internet accessibility and infrastructure remain key factors influencing students' experiences and perceptions of educational technology (Mauliska & Djani, 2024). Additionally, a lack of familiarity with Padlet at the initial stage made some students feel confused or challenged, suggesting the need for adaptation and guidance.

## CONCLUSION

Based on the findings of this study, outlined in the previous chapter, it can be concluded that students exhibited both positive and negative perceptions regarding the implementation of Padlet in writing learning activities. The findings relate to the perception theory proposed by Safitri (2021), which explains that perceptions are formed through cognitive and affective responses based on individual experiences. First, students demonstrated positive cognitive responses, such as considering Padlet easy to use, useful, and practical. Furthermore, positive affective responses were also identified, including feelings of enjoyment, increased motivation, and interest in writing.

Conversely, some negative perceptions were also identified. Some students experienced difficulties using Padlet, particularly related to unfamiliarity with it and technical issues such as poor signal reception and device lag. In terms of affective responses, some students reported feelings of confusion or anxiety when using the platform.

Therefore, it can be concluded that the use of Padlet in teaching writing has positive benefits under supportive technical conditions, as its effectiveness depends on students' familiarity with the platform and the availability of consistent technical support, and on the appropriate resolution of these challenges.

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