Padlet Media Design Based on Bima Local Literature to Improve Student Writing Skills

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ARTICLE INFO

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ABSTRACT

This research aims to improve students' writing skills through the use of Padlet media which is integrated with local wisdom of Bima regional literature. The background of this research is based on the low writing ability of students caused by monotonous traditional learning methods and the lack of use of interactive media. This research uses the Research and Development (R&D) method with the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) development model. Local literature, such as folklore and poetry, is integrated into Padlet's platform as teaching materials to provide relevant cultural context for students. The participants in this study are 30 students of the Indonesian Language and Literature Education Study Program at STKIP Harapan Bima. The results of the study showed a significant improvement in students' writing skills after the use of Padlet based on local wisdom. The average writing score of students increased by 25%, especially in the aspects of cohesion, coherence, and idea development. In addition, students also reported increased motivation and active involvement in writing learning through Padlet's collaborative features, such as writing sharing and feedback. However, there are several technical obstacles faced, such as limited internet access and lack of digital literacy among students. The results of this study have implications that the integration of digital technology and local wisdom can be an innovative strategy in improving students' writing skills, as well as fostering their cultural awareness.

INTRODUCTION

The rapid development of digital technology has brought significant changes in the world of education, including in learning methods[1,2]. One of the main challenges faced by educators is how to utilize digital technology to improve the quality of learning and overcome the problem of monotonous and less interactive traditional learning. Students' writing skills, especially in Indonesia, are often a concern because of the low ability of students to express ideas in writing[3,4]. This is exacerbated by the lack of use of relevant and interactive digital learning media in the classroom. Although writing is one of the important skills that students must master, many students find it difficult to develop ideas, understand the structure of good writing, and compose coherent writing. This low writing skill is caused by several factors, such as conventional learning methods and lack of motivation of students to follow the writing learning process[5]. In addition, the learning media used by lecturers is often monotonous and less varied, so it is not able to attract interest and motivation for students to participate in the writing learning process actively[6].

In addition, local wisdom in the form of regional literature is often overlooked in language and literature learning, even though its existence has very rich[7] cultural and educational values. Local literature such as folklore,

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legends, and traditional poetry can be used as interesting and contextual learning materials for students. However, the use of local literature in language learning and writing is still very minimal, especially in the context of education in remote areas, such as in Bima, West Nusa Tenggara[8].

Various previous studies have discussed the use of digital media in learning. Previous researchers [9]conducted research on the use of the Padlet platform as an online learning medium in higher education. The results show that the use of Padlet makes it easier for students to learn online and increases their interaction with learning materials. Another study conducted by previous researchers, [10]found that cooperative learning assisted by the Padlet application was able to improve student learning achievement at the high school level. In the context of English language teaching, [11]shows that Padlet media is very feasible to be used as a learning tool for writing recount texts for students. Moreover [12]found that Padlet improved the quality of students' descriptive writing and made writing activities more interesting and interactive. These various studies show that the use of Padlet as a learning medium has great potential to improve writing skills. However, these studies have not specifically examined the integration of local wisdom, such as regional literature, into Padlet media to improve students' writing skills.

This research offers novelty by integrating local wisdom, especially Bima regional literature, into Padlet media as a tool for learning to write. Although there have been several studies that discuss the use of Padlet in writing learning, there has been no research that specifically develops Padlet

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[9] Kayoko Nozaki, Matsuzaki Wuttipong, dan Heman Hiroyuki, "Use of the Padlet Platform in Online Learning Media in Higher Education," *Journal Emerging Technologies in Education*, 2023, https://doi.org/10.55849/jete.v1i1.194.

[10] Nita Rulianah, Agung Prabowo, dan Sukono Sukono, "Improving Students' Learning Achievement Through Cooperative Learning and Padlet Application in Class XI MIPA 3," *International Journal of Ethno-Sciences and Education Research* 2, no. 4 (2 Oktober 2022): 147–51, https://doi.org/10.46336/ijeer.v2i4.355.

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media based on local wisdom to improve students' writing skills in Indonesia, especially in the Bima area, West Nusa Tenggara. Local wisdom that is rich in cultural and educational values can be used as learning materials that not only improve writing skills, but also foster students' awareness of regional cultural values. In addition, by adopting the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) development model, this research not only focuses on the development of innovative learning media, but also on the effectiveness of the media in improving students' writing skills[13]. By combining a digital technology-based approach and local wisdom, this research is expected to make a new contribution to the development of more interactive, contextual, and relevant learning media for students in Indonesia.

The theory underlying this research is the constructivist learning theory which emphasizes the importance of active and contextual learning experiences. According to this theory, students will better understand and master the learning material if they are actively involved in the learning process and if the material is relevant to their daily experience[14]. In the context of learning to write, the use of digital media such as Padlet can help create an interactive learning environment, where students can collaborate, share ideas, and provide feedback to each other in real time[15]. In addition, culture-based learning theory emphasizes the importance of local cultural integration in the learning process. Local literature, as part of local wisdom, has educational values that can enrich language and literature learning. [16]The opinion is that local literature can be used as a rich and contextual learning resource, which can help students develop writing skills while introducing them to regional cultural values. In this context, Padlet as a learning medium provides flexibility to integrate various forms of local literature, such as folklore, poetry, and legends, into writing learning materials.

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The use of the ADDIE model in the development of learning media also provides a strong theoretical foundation for this research. The ADDIE model consists of five stages: analysis, design, development, implementation, and evaluation[17]. In the analysis stage, students' needs for writing skills are identified, while in the design stage, learning media is developed based on these needs. The development stage involves the creation of learning media, in this case Padlet media based on local literature. The implementation stage includes the use of this media in the writing learning process, while the evaluation stage is carried out to assess the effectiveness of the media in improving students' writing skills. By utilizing Padlet's digital media integrated with local literature, it is hoped that students can be more actively involved in the writing learning process. Padlet allows students to share writing, provide feedback, and collaborate on online writing activities, so they can learn in a more interactive and fun way.

Research Methods

This research uses the Research and Development (R&D) method[18], which aims to develop students' writing skills through the integration of Padlet-based digital learning media with local wisdom in the form of Bima regional literature. The focus of this study is not on the development of the Padlet platform itself, but on how this platform can be utilized as a tool to facilitate and enhance students' writing abilities. This development process will adopt the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model which involves several important stages in media development and testing its effectiveness. This research is designed as a development research (R&D) with a mixed approach. This approach combines quantitative and qualitative methods to obtain more comprehensive data related to media development and its effectiveness in improving students' writing skills. A quantitative method was used to measure the improvement of students' writing skills through data analysis of the results of the writing ability test before and after the use of local literature-based Padlet. Qualitative

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[17] Zhenzhong Zhang dkk., "An innovative teaching model of automotive manufacturing process based on ADDIE model."

[18] Koko Hari Pramono dan Koko Hari Pramono, "Pengembangan Media Video Pembelajaran Untuk Meningkatkan Motivasi Belajar Pada Matakuliah Metode Penelitian Teater Menggunakan Model R&D," *Tonil: Jurnal Kajian Sastra, Teater dan Sinema* 19, no. 1 (18 April 2022): 9–16, https://doi.org/10.24821/tnl.v19i1.6949.

methods are used to obtain information related to the experiences of students and lecturers in using this media, as well as the responses and feedback obtained from them.

The ADDIE model is a systematic model used to design and develop learning programs. The steps in the ADDIE model are as follows: 1) Analysis. This stage aims to analyze the needs of students and lecturers in learning to write. The analysis was carried out through surveys, interviews, and observations of students in the Indonesian Language and Literature study program at STKIP Harapan Bima. In addition, the researcher also analyzed the potential use of Bima local literature as a teaching material that can improve students' writing skills and cultural awareness; 2) Design. At this stage, the design of learning media is designed using the Padlet platform which is integrated with materials based on local wisdom, such as folklore, poetry, and legends of the Bima region. Learning content will be developed to motivate students to be actively involved in writing. Each student will be given access to upload their written work, such as poems or short stories inspired by local literature, as well as collaborate and provide feedback to their peers on the Padlet platform; 3) Development. At the development stage, the Padlet-based learning media that has been designed will be created and validated by experts, including literature lecturers, learning technology experts, and education practitioners. The validated Padlet media prototype will be tested to students to see its effectiveness and the possibility of revision. This development also involves creating a guide for the use of Padlet for students and lecturers to maximize the use of the media; 4) Implementation. The implementation stage involves the application of Padlet media in writing learning in the classroom. The implementation process was carried out for a full semester in the writing course at the Indonesian Language and Literature Education Study Program, STKIP Harapan Bima. Students will use Padlet to write, share writing, and provide feedback in the context of local literary works. Lecturers will facilitate and provide direction in the use of Padlet during the learning process; and 5) Evaluation. The evaluation stage is carried out in two forms, namely formative evaluation and summative evaluation. Formative evaluations are conducted during the development and implementation process to identify media deficiencies and immediately correct them. A summative evaluation was carried out at the end of the study to assess the overall effectiveness of the use of Padlet media in improving

students' writing skills. The assessment involves writing skills tests before and after the use of media and questionnaires to measure student and lecturer satisfaction with this learning medium.

Participants in this study are students of the Indonesian Language and Literature Education Study Program at STKIP Harapan Bima who take a writing course. A total of 30 students will be a sample in this study. The selection of participants was carried out by purposive sampling, where only students who had taken writing courses in the previous semester were included in this study. In addition, two lecturers who teach writing courses are also involved in this research as part of the validation and evaluation process. The research instruments used in this study include:

First, Questionnaire. The questionnaire was used to collect data on students' perceptions and experiences of the use of Padlet based on local wisdom in learning to write. This questionnaire uses a Likert scale with five levels, from strongly disagreeing (1) to strongly agreeing (5). This instrument consists of two parts, namely the participants' personal information and the perception of the use of Padlet in learning to write. *Second*, Writing Test. The writing skills test was carried out to measure students' writing ability before and after using Padlet media. The test includes writing a short story, poem, or essay inspired by local literary works. Writing skills will be assessed based on the criteria of grammar, vocabulary, cohesion, and coherence of writing. *Third*, Interviews and Observations. Interviews were conducted with lecturers and students to get more in-depth information about the advantages and disadvantages of the Padlet media developed. Observations were made during the learning process to see the interaction of students with Padlet, as well as the extent to which this media was effective in increasing their involvement in writing.

Data was collected through questionnaires, written tests, interviews, and observations. Questionnaires and writing tests are given to students at the beginning and end of the study to measure changes in their writing skills. Interviews were conducted with lecturers and students after the implementation of the media to obtain information about effectiveness and feedback from users. Observations were made during the implementation process to see how students were using Padlet and how actively they collaborated.

Quantitative data obtained from the writing test will be analyzed using descriptive statistical tests and t-tests to see significant differences between writing skills before and after media use. Meanwhile, qualitative data from interviews and observations will be analyzed in a thematic descriptive manner to identify patterns that arise related to the use of Padlet and its influence on students' writing skills. This part of the method covers the entire process of developing and implementing Padlet media based on local wisdom to improve student's writing skills, from needs analysis to evaluation of effectiveness.

RESULTS AND DISCUSSION

After applying **Padlet media based on local wisdom** in the writing learning process for one semester, the results of this study showed a significant improvement in students' writing skills. Quantitative data were obtained through pre- and post-tests, conducted with 30 students from the Indonesian Language and Literature Education Study Program at STKIP Harapan Bima. The writing tests focused on assessing several aspects of writing, including cohesion, coherence, and idea development.

The analysis of the test results indicated that the average score of students' writing skills increased by 25%, particularly in the aspects of cohesion and coherence. This percentage was calculated based on the comparison of the mean scores before and after the use of Padlet. Before the intervention, the average writing score was 60 out of 100, and after the implementation of Padlet, the average score rose to 75 out of 100. This data supports the effectiveness of Padlet as a tool for enhancing students' writing performance, especially when integrated with culturally relevant materials such as Bima's local literature.

Improving Students' Writing Skills

The results of the writing test showed that students experienced improvements in various aspects of writing after using Padlet. Before the use of Padlet, 60% of students (18 out of 30 students) were able to write with good cohesion and coherence, as measured by the pre-test results. However, after using Padlet as an interactive medium based on local literature, this percentage increased significantly. In the post-test, 85% of students (25 out of 30 students) were able to produce writing with improved cohesion, and 90% (27 out of 30 students) showed marked improvement in the development of writing ideas. This increase is attributed to students'

engagement with local literary works, such as folklore and poetry, which provided a cultural context that stimulated more contextual and coherent writing. The comparison of pre-and post-test results is shown in **Table 1**.

Table 1. Writing Skills Test Results

Aspect of Writing	Pre-Test (% of students with good performance)	Post-Test (% of students with good performance)
Cohesion	60% (18 students)	85% (25 students)
Coherence	60% (18 students)	85% (25 students)
Idea Development	65% (19 students)	90% (27 students)

Use of Padlet and Active Participation of Students

The use of Padlet as a collaborative media has also succeeded in increasing the active participation of students. Based on observations and student feedback collected during the semester, 80% of students (24 out of 30 students) reported actively participating in discussions and providing feedback on their peers' work through the Padlet platform. This shows a significant improvement compared to traditional learning methods, where only 50% of students (15 out of 30 students) actively participated in class discussions before the introduction of Padlet. The collaborative features of Padlet, such as the ability to upload writings and comment on peer work, motivated students to engage more actively in the writing learning process. This data is visualized in **Table 2**.

Tabel 2. Implementation of Padlet Use

Participation Type	Before Padlet	After Padlet
Active Participation	50% (15 students)	80% (24 students)

Student Response to the Integration of Local Literature

Based on a questionnaire distributed after the implementation of the Padlet media, 85% of students (26 out of 30) gave a positive response to the integration of local literature into their writing lessons. These students

reported feeling more motivated and having a better understanding of the cultural **context** of the Bima region. Additionally, 70% of students (21 out of 30) noted an increase in their involvement in learning to write after being exposed to local literary works. This exposure provided them with new perspectives on how local cultures could inspire their writing. The findings were based on the analysis of questionnaire responses and observations collected during the semester.

Obstacles and Challenges in the Use of Padlets

Although the majority of students responded positively to the use of Padlet, several challenges emerged during the implementation. Around 10% of students (3 out of 30) reported difficulties using certain digital features within Padlet, particularly in the areas of online collaboration and providing feedback. Furthermore, some students experienced technical difficulties, such as limited internet access, which hindered their ability to fully participate in the online **collaborative** activities. These obstacles were addressed by providing initial training sessions on the use of Padlet and offering step-by-step guidance from lecturers throughout the course[19].

DISCUSSION

The Influence of Padlet Media on Writing Skills

The significant improvement in writing skills in students shows that Padlet media based on local wisdom has a positive impact on their ability to write. This finding aligns with previous research, indicating that interactive digital media can enhance students' cognitive skills, particularly in writing and idea development[20]. The success of Padlet in improving writing skills can be analyzed through the Development and Implementation stages of the R&D process. During the Development stage, Padlet was tailored to include culturally relevant content, allowing students to practice independently. The Implementation stage provided students with opportunities to engage with peers, receive feedback, and reflect on their work.

With collaborative features that facilitate students to share and give feedback, they not only learn to write but also learn from the writings of their

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[19] Kayoko Nozaki, Matsuzaki Wuttipong, dan Heman Hiroyuki, "Use of the Padlet Platform in Online Learning Media in Higher Education."

[20] Nita Rulianah, Agung Prabowo, dan Sukono Sukono, "Improving Students' Learning Achievement Through Cooperative Learning and Padlet Application in Class XI MIPA 3."

peers. This supports the constructivist theory that states that effective learning occurs when students are actively involved and collaborate in the learning process. Interaction with local literary works through Padlet also enriches students' learning experience and allows them to write more contextually, in line with their cultural background[21].

Integration of Local Literature as Innovation in Learning

The integration of Bima's local literature in learning to write through Padlet not only improves students' writing skills but also fosters their cultural awareness. This reflects the Analysis and Design stages of the R&D model. In the Analysis phase, it was identified that incorporating local literature would engage students and motivate them to write. The Design phase involved creating learning materials that leveraged local literary resources. This supports previous findings that local literature has great potential in enriching language and literature learning[22].

The use of local literature as teaching materials also enriches the content of learning by providing a more real and relevant cultural context for students. This contributes to the development of more in-depth writing skills, as students learn not only about the structure of writing but also about the cultural values contained in local literary texts[23]. In addition, by using local stories and poems, students can more easily develop creative ideas and write in a more authentic and meaningful way.

Challenges and Opportunities in the Use of Digital Technology

Although this study shows positive results, the use of local literature-based Padlet also faces challenges, especially in terms of access to technology and the digital literacy of students. Some students reported difficulties in operating Padlet, especially those who have limited internet access or are not familiar with digital technology. This finding highlights the importance of the Evaluation stage in the R&D process, where ongoing assessments can identify obstacles in the learning environment. This challenge is an important finding

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[21] Adi Setiawan dan Ulfah Khairiyah Luthfiyani, "Penggunaan ChatGPT Untuk Pendidikan di Era Education 4.0: Usulan Inovasi Meningkatkan Keterampilan Menulis," *JURNAL PETISI (Pendidikan Teknologi Informasi)* 4, no. 1 (3 Februari 2023): 49–58, https://doi.org/10.36232/jurnalpetisi.v4i1.3680.

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[23] Arwan dan Istiqomah, "Analisis Makna Dan Fungsi Mantra Pengobatan Di Desa Kaleo Kecamatan Lambu."

that educators must pay attention to when integrating digital technology into learning[24]. To address these challenges, educators and institutions must provide adequate technical support and training in using digital media. Clear guidelines should accompany the integration of digital technology like Padlet in learning to ensure optimal utilization by students. This approach aligns with the need for structured support during the implementation of educational technologies.

Implications for the Future Development of Learning Media

The results of this study carry significant implications for future learning media development. The integration of digital technology with local wisdom represents an innovative strategy for enhancing student skills across various disciplines, including writing. This strategy resonates with the Evaluation and Implementation stages of the R&D model.

By demonstrating that Padlet can be an effective learning medium when used systematically and tailored to students' local needs, future development of learning media should prioritize a blend of digital technology with culturally relevant teaching materials. Such integration not only enriches learning content but also connects students to their cultural identity, which is vital for character development. With adequate support, digital technology can be a valuable tool for enhancing participation, skills, and cultural awareness among students.[25].

CONCLUSION

This study explores the effectiveness of using Padlet media, integrated with local wisdom, particularly Bima regional literature, to enhance students' writing skills. The research highlights the critical issue of low writing abilities among students, largely due to traditional, monotonous learning methods that lack interactivity.

By adopting the ADDIE development model which includes stages of analysis, design, development, implementation, and evaluation this research

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demonstrates that the integration of Padlet with local literature significantly improves students' writing skills. Specifically, students showed marked improvements in aspects such as cohesion, coherence, and idea development.

The findings underscore the importance of contextual learning, where local literature enriches students' understanding of their cultural values, fostering a deeper connection to their identity. However, challenges such as technical issues with Padlet and limited internet access were also identified, indicating a need for ongoing support and training for both students and educators.

Overall, the use of Padlet, grounded in local wisdom, presents an innovative approach that not only enhances writing instruction but also promotes cultural awareness among students. Future research should focus on exploring the long-term impact of this approach, the effectiveness of similar digital platforms, and strategies to overcome technological barriers in educational settings. By continuing to investigate these areas, we can further develop effective, culturally relevant pedagogies that meet the needs of diverse learners.

ACKNOWLEDGMENTS

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