The Implementation of Digital Learning Using Padlet Tool in A Learning Media Concept

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ABSTRACT

Digital learning has become essential and inescapable in teaching and learning in this digital era. It can be done at home, in class and on the go to obtain a more holistic approach to education. University lecturers should employ digital learning in the classrooms so that students who are prospective teachers can develop a digital skill and have a more creative, fun, and smart teaching competence that is more student-centered. One of the platforms that supports this aim is the Padlet tool. This study aimed to investigate the effects of using the Padlet tool to improve the learning and digital skill of Pre-service physical education student teachers. Observation, semi-structured interviews, and documentation during the application of Padlet in the classroom were employed to collect data. The results showed that the students considered Padlet interesting and easy to use. The features in Padlet allow them to be creative and think critically, thereby increasing their confidence, learning interest, motivation, as well as digital skills.The 'dashboard' feature, in particular, increases curiosity, creativity, and critical thinking ability. The students also feel encouraged to use it again in the classrooms when they become teachers in the future.

Keywords: digital learning, Padlet, learning media, physical education, student teachers

1. INTRODUCTION

Teacher training and education must provide pre-service teachers with opportunities to improve professional practices through collaboration and reflection, including for student teachers who have many interactional learning activities. University lecturers need to provide them with interesting learning experiences that can increase their competence as future teachers (Descoeudres, 2023; Moldavan et al., 2022). Technology-based learning environments can help make the classroom more student-centered, unique, and enjoyable to increase pre-service student teachers' motivation and autonomy in learning experiences (Passey, 2021; Pearson, 2019).

In education, technology has already become an inseparable part of teaching tools as well as a support for learning. Implementing technology like apps can be a good approach in learning (Taufikurohman, 2018; Haris, 2017). One of the student-centered learning tools as web 2.0 to develop students' 21st century learning skills is Padlet. This tool makes learning more interesting whether the learning is carried out virtually or onsite (face to face). It is a free application that allows the creation of an online bulletin board that students can use to display information for any topic (Dewitt, 2017). Pre-service student teachers, including those of Physical Education (PE), should have digital skills and are aware of this Padlet tool. In the field of Physical Education, there are many practical activities in which Padlet can be applied.

In the classroom setting, Padlet works well with activities such as brainstorming, discussions and project work, equipped with features enabling the student teachers to upload a file, attach a link, take a photo, search an image, select the attachment type, and use the writing board to discuss a topic (Ramadhani et al., 2023). This is a learning medium that can increase learning interest and create a positive classroom atmosphere. Students can learn through Padlet anywhere and anytime with any internet-enabled devices, such as smartphones, tablets, and computers with internet connection. There is no software needed to download Padlet. Students can then share their works on Facebook, Google+, e-mail or even embed the URL into their blog (Taufikurohman, 2018; Haris et al., 2017).

This study aims to find out the effects of using Padlet as a learning tool among Physical education pre-service student teachers in Universitas Serambi Mekkah. The research question of this study is: "*What are the effects of using the Padlet tool by the Pre-Service Physical Education student teachers of Universitas Serambi Mekkah?*"

2. LITERATURE REVIEW

2.1 Benefits of Padlet

According to Mahmud (2019), Padlet is an engaging tool for learning English writing that benefits both students and teachers. It is accessible anytime and anywhere using internet-enabled devices such as smartphones, tablets, or personal computers. Padlet does not require any software installation, making it easy to use. Both teachers and students can utilize Padlet in various ways to support teaching and learning. One of its advantages is the ability to present course content in a digital bulletin board format (Fisher, 2017), allowing easy access for both parties.

Figure 1 shows an example of a Padlet dashboard and writing board.

Figure 1. Dashboard and Writing Board of Padlet.

As a free application, Padlet enables students to create online bulletin boards to display information on any topic. It encourages collaborative learning by allowing students to work together on projects. Similar to a piece of paper—but online—Padlet allows users to post and share notes, links, images, and videos on a shared digital wall. This flexibility makes it a versatile tool in the classroom. According to Jaganathan (2016), Padlet serves as a digital notebook where users can save and organize their thoughts, images, and even video clips. It allows users to collect, share, and revise ideas. The example of Padlet tools presented in Figure 2.

Figure 2. Padlet Feature for Searching an Image.

2.2   Digital Technology in Teaching and Learning

Universities play an important role in preparing their students who are prospective teachers to face teaching challenges by encouraging the responsible and effective use of technology. As future educators, student teachers need to be familiar with various digital tools and be able to use diverse teaching methods that integrate technology, in line with the demands of 21st-century education. They should also demonstrate qualities such as creativity, innovation, collaboration, critical thinking, and problem-solving (Sailer et al., 2021). Technology not only promotes inclusion in today's society but also provides numerous opportunities for students and educators to enhance the teaching and learning process (Sanz-Díaz & Yñiguez, 2016).

Fraillon et al. (2014, p. 17) stated that "an individual's ability to use computers to investigate, create, and communicate in order to participate effectively at home, at school, in the workplace, and in society" affects the use of digital technology in teaching. In addition to basic digital skills, specific teaching-related technological competencies are necessary for planning, delivering, and evaluating digital learning scenarios. These skills can contribute to more constructive and interactive student learning experiences.

3.   METHOD

This study used a qualitative research method. Data were collected through observation sheets, semi-structured interviews, and documentation of the learning process. According to Sugiyono (2018), once the data was collected, researchers organized it systematically into relevant categories and described its patterns and units. The data were analyzed descriptively to answer the research question.

4.   RESULTS AND DISCUSSION

Student teachers found Padlet to be a very interesting tool. Interviews revealed that they enjoyed using Padlet and found it easy to navigate, including uploading images, selecting backgrounds, and following instructions. Students not only learned in a traditional face-to-face setting but also connected with classmates virtually, creating a blended learning environment. Using Padlet enhanced their curiosity and motivated them to be more creative and critical thinkers. It also improved their confidence, both in individual and group work. In groups, students learned to operate the tool collaboratively without hesitation, sharing ideas and experiences, and improving communication with both peers and teachers.

Padlet also sparked students' enthusiasm and interest in the learning topics. It encouraged creative responses by allowing them to search for images, use colors, and make use of various features related to their answers. This supports the findings of Ramadhani et al. (2023), who noted that Padlet is easy to apply and increases student engagement. Students showed a stronger desire to explore the features and solve tasks more creatively. It also improved their confidence by giving them freedom to explore and develop their ideas. Similarly, studies by Ahmad et al. (2022) and Andrews et al. (2020) showed that students responded positively to Padlet, highlighting its practicality and student-centered nature.

5.   CONCLUSION

Based on the findings, this study highlighted the potential of Padlet as an effective digital tool to support teaching and learning, particularly in enhancing student motivation, creativity, and engagement. Its ease of use and interactive features make it a valuable resource not only for classroom teachers but also for pre-service teachers who are still developing their pedagogical and technological competencies.

Educators are encouraged to integrate Padlet into their lesson planning as part of blended or digital learning strategies. Its visual and collaborative nature can cater to different learning styles and promote student-centered learning environments. Teacher education programs should also consider incorporating training on digital tools like Padlet to better prepare pre-service teachers for the demands of 21st-century classrooms.

Future studies could explore the use of Padlet across various subjects and educational levels to determine its broader applicability. Comparative studies between Padlet and other educational platforms could also reveal more about its relative strengths and limitations. Additionally, research focusing on the long-term impact of Padlet use on students' digital literacy, collaboration skills, and academic performance would provide valuable insights into its sustained effectiveness in education.

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