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# PADLET AS A LEARNING MEDIA FOR WRITING PROCEDURAL AND EXPLANATORY TEXTS IN METRO SCHOOL MAKASSAR

*Padlet sebagai Media Pembelajaran Menulis Teks Prosedur dan Teks Eksplanasi di Metro School Makassar*

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***Abstract***
*This study aims to examine the effectiveness of Padlet as a digital learning tool to improve the writing skills of procedural and explanatory texts among sixth-grade students at SD Metro School Makassar. Employing a quantitative approach with a pre-experimental one group pre-test–post-test design, the research involved 32 students from two parallel classes who had received writing instruction using Padlet. Data were collected through performance tests and classroom observations, and analyzed using descriptive statistics and paired samples t-test. The findings revealed that the average score for procedural text writing increased from 64.94 to 89.06, while that for explanatory text writing improved from 59.67 to 89.94. The t-test confirmed that these gains were statistically significant ($p < 0.05$). However, the comparison between the two text types indicated no significant difference ($p = 0.457$), although a moderate positive correlation ($r = 0.512$) was found. These results suggest that Padlet effectively enhances students' writing skills across both text genres. Padlet has proven to foster a collaborative, interactive, and inclusive learning environment, making it a highly recommended tool for writing instruction in primary education.*
***Keywords:*** *digital learning, explanatory text, Padlet, procedural text, writing skills*

**Abstrak**
Penelitian ini bertujuan untuk mengkaji efektivitas media Padlet dalam meningkatkan keterampilan menulis teks prosedur dan teks eksplanasi pada siswa kelas VI SD Metro School Makassar. Penelitian ini menggunakan pendekatan kuantitatif dengan desain pra-eksperimen model one group pre-test–post-test. Subjek penelitian berjumlah 32 siswa dari dua kelas paralel yang telah mengikuti pembelajaran menulis menggunakan media Padlet. Teknik pengumpulan data menggunakan tes kinerja dan observasi, sementara analisis data dilakukan melalui statistik deskriptif dan uji paired samples t-test. Hasil penelitian menunjukkan bahwa rata-rata nilai menulis teks prosedur meningkat dari 64,94 menjadi 89,06, sedangkan nilai menulis teks eksplanasi meningkat dari 59,67 menjadi 89,94. Uji t menunjukkan bahwa peningkatan tersebut signifikan secara statistik ($p < 0,05$). Namun, perbandingan antara hasil menulis kedua teks tidak menunjukkan perbedaan yang signifikan ($p = 0,457$), meskipun terdapat korelasi positif sedang ($r = 0,512$) antara keduanya. Hal ini menunjukkan bahwa Padlet efektif meningkatkan keterampilan menulis siswa secara merata, baik pada teks prosedur maupun eksplanasi. Media Padlet terbukti mampu menciptakan pengalaman belajar yang kolaboratif, interaktif, dan inklusif, sehingga layak direkomendasikan sebagai alat bantu dalam pembelajaran menulis di sekolah dasar.
**Kata-kata kunci:** Keterampilan Menulis, Padlet, Pembelajaran Digital, Teks Eksplanasi, Teks Prosedur

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## INTRODUCTION

The rapid development of information and communication technology has brought fundamental changes across various sectors, including education. Digital transformation in education is not only limited to the use of hardware such as computers or tablets, but also involves the integration of digital platforms and applications that support more interactive, collaborative, and meaningful learning experiences (Widayati, 2023). This shift has become a strong driving force in shaping 21st-century learning practices that are aligned with students' real-world contexts. The Merdeka Curriculum, which is currently being gradually implemented in Indonesian schools, promotes a student-centered learning approach that emphasizes creativity, collaboration, and the effective use of technology (Aini et al., 2023). In this curriculum framework, teachers are not merely transmitters of knowledge but are expected to serve as facilitators who design contextual and engaging learning environments through the use of appropriate media (Wahyuni et al., 2024). Within this context, digital learning tools are essential to meet the curriculum's demand for personalized learning, character development, and the enhancement of critical and creative thinking skills.

Despite these aspirations, the practical implementation of the Merdeka Curriculum still faces major challenges, particularly in the area of literacy instruction. Writing, as one of the core components of literacy, is a fundamental skill that must be cultivated from an early age to support students' logical, systematic, and creative thinking abilities (Ramadhanti & Yanda, 2022). However, in many classrooms, writing instruction remains monotonous, teacher-centered, and fails to actively engage students (Prabowo & Zulfiati, 2023). This has made it difficult for students to develop ideas, organize their writing, and express their thoughts clearly. To address this issue, it is necessary to adopt instructional media that can transform writing activities into engaging, collaborative, and student-driven learning experiences (Astuti et al., 2022).

One promising digital platform that addresses these challenges is Padlet, a web-based collaborative tool that allows users to create virtual boards to post text, images, videos, links, and other media types. Padlet's strengths lie in its user-friendly interface, visual appeal, and its ability to facilitate real-time interaction and feedback (Apriliana, 2022; Ferawati et al., 2022). Research by (Apriliana, 2022)demonstrated that Padlet was effective in improving students' poetry writing skills through digital collaboration, while Ferawati et al.(2022) found that teacher and student training on Padlet use improved digital literacy in primary schools, albeit with challenges related to internet accessibility.

Although the pedagogical benefits of Padlet have been explored, most prior studies focus on secondary education and on text genres such as poetry or reports. Research that specifically investigates the use of Padlet for teaching procedural and explanatory texts at the elementary level remains limited. These two genres are crucial in fostering students' systematic and analytical thinking. Procedural texts train students to sequence actions toward achieving a specific goal, while explanatory texts help students articulate causal relationships in natural and social phenomena (Darmawati, 2019; Setiyaningsih, 2022). Both genres are also directly aligned with the literacy competencies promoted in the Merdeka Curriculum. Irawan et al.(2024) revealed that low student motivation in writing explanatory texts is largely due to unengaging teaching methods and the lack of interactive learning media. Similarly, Simanjutak et al.(2024) demonstrated that using Canva as a medium for teaching procedural texts increased students' writing skills and classroom engagement. However, these studies did not examine collaborative digital platforms like Padlet, which offer unique interactive features that can enhance student participation and feedback during the writing process.

Based on this research gap, the present study aims to examine the effectiveness of Padlet as a learning medium for improving sixth-grade students' ability to write procedural and explanatory texts at SD Metro School Makassar. The novelty of this study lies in its focus on Phase C primary school students—a demographic that has been underrepresented in previous research on digital writing platforms—and its specific emphasis on the use of Padlet for two functionally significant

text types. The findings are expected to contribute practical insights into technology-enhanced writing instruction at the primary level, supporting the creation of more inclusive, interactive, and transformative learning environments in line with the principles of the Merdeka Curriculum.

## METHOD

This study employed a quantitative approach with a pre-experimental design, specifically the one-group pre-test–post-test model. This design was chosen to determine the effectiveness of a treatment by comparing students' writing performance before and after the intervention. According to (Arikunto, 2010), this model involves administering an initial test (pre-test) to establish a baseline, implementing a specific treatment, and then conducting a final test (post-test) to measure any changes that result from the treatment.

The research was conducted at SD Metro School Makassar, involving all sixth-grade students from two parallel classes, totaling 32 participants. A total sampling technique was used due to the manageable population size and to ensure inclusiveness in data representation. The treatment applied in this study was the use of Padlet as a learning medium for writing instruction, specifically focusing on procedural and explanatory texts.

The data collection process was carried out in three main stages. First, a pre-test was administered to assess students' initial ability in writing procedural and explanatory texts. This test served as the baseline for comparison. Afterward, the students participated in a series of writing sessions using Padlet. During these sessions, Padlet was used as a platform to facilitate idea generation, collaborative writing, peer feedback, and teacher guidance. The lessons were structured to engage students in active learning, encourage digital interaction, and support the development of writing skills in a more participatory environment. Upon completion of the treatment phase, students took a post-test with the same structure and criteria as the pre-test to evaluate any improvement in their writing abilities.

To support the analysis, two types of data collection instruments were used: performance tests and classroom observation sheets. The performance test involved writing tasks assessed using a rubric that measured key aspects such as text structure, content relevance, language use, and writing mechanics (spelling and punctuation). Meanwhile, observation focused on students' engagement, participation, and collaboration throughout the learning process using Padlet.

Data were analyzed using both descriptive and inferential statistical methods. Descriptive statistics were used to summarize the data in terms of mean, median, mode, and standard deviation, providing an overview of the trends in student performance. Inferential statistics, specifically the paired samples t-test, were used to test the significance of the difference between pre-test and post-test scores. The statistical analysis was conducted using SPSS version 26.0, with a significance level set at $p < 0.05$. This allowed the researcher to determine whether the observed improvements in students' writing skills were statistically significant, thus supporting or refuting the effectiveness of Padlet as a learning medium in the writing process.

## RESULT AND DISSCUSSION

After conducting research by giving written tests to students of class VI SD Metro School Makasssar, the following results were found:

### Writing Procedure Text

Based on the pre-test results obtained, the data shows that the majority of participants still have difficulties in writing procedural texts properly and correctly. The mean score for the pre-test was recorded at 64.94, with a standard deviation of 11.13, indicating a considerable variation in the results obtained by the participants. Although some participants obtained higher scores, the average score that did not reach 70 indicated that many participants had not mastered procedural

text writing well. Overall, around 60% of the participants scored in the "Poor" (D) category, indicating that they struggled to structure procedural texts with a clear and logical sequence of steps. This category included scores that ranged from 46.88 to 65.63, indicating that the majority of participants were not able to fulfill the basic criteria of writing a well-structured procedural text.

A small number of participants, about 18.8%, scored in the "Good Enough" (C) category, with scores ranging from 68.75 to 71.88. This shows that some participants have started to understand the structure of procedural texts, although there are still some shortcomings in terms of clarity and completeness of each step described. Meanwhile, only about 3.1% of the participants scored higher, with a score of 81.25, which shows that although few, there are participants who have been able to compose procedural texts better, although they have not reached the "Very Good" (A) category.

The wide distribution of scores, with a range of scores reaching 40.62, indicates a significant difference in the mastery of procedural text writing skills between participants. While some participants showed a good understanding of the basic steps in procedural text writing, many others still struggled to organize the text in a systematic and structured manner. With the median recorded at 62.50 and the mode at the same score, it shows that most participants are below the expected score to master procedural text writing well. This is further reinforced by the percentile results, where 75% of participants scored below 71.10, showing that the majority of participants are still at a basic level of understanding that needs further improvement.

Overall, the results of this pre-test revealed that the majority of participants were in the "Poor" (D) and "Fair" (C) categories, indicating that they still need further guidance in mastering procedural text writing. Although some participants showed better results, these results indicate that there is a considerable gap in the mastery of procedural text writing among participants, which is an important basis for further improvement and evaluation in learning.

During the post-test, the participants had used Padlet as a learning media in composing procedural text. Based on the post-test results obtained, the distribution of scores showed a significant improvement compared to the pre-test results. The mean of the post-test score was recorded at 89.06, much higher than the pre-test mean of 64.94. This shows that most of the participants experienced improvement in their ability to write procedural and explanatory texts after being given certain interventions or learning. With a standard deviation of 5.08, which is much lower compared to the pre-test (11.13), it can be concluded that the post-test results were more consistent, with less variation between participants.

Looking at the frequency distribution of scores in the post-test, 25% of the participants scored 87.50 and 90.63, indicating that many participants are now at a higher level in their explanatory text writing ability. Participants who scored 87.50 and 90.63 managed to show a significant improvement in writing quality, with clearer text structure, more detailed steps, and more appropriate language use. A total of 18.8% of the participants scored 84.38, which shows that although some participants did not achieve the highest score, they already showed a fairly good ability to compose procedural and explanatory texts. They managed to organize the information better compared to their pre-test results, although there was still some room for improvement in terms of completeness and clarity.

Meanwhile, about 12.5% of the participants scored 93.75, indicating that they had reached a higher level of understanding, able to write procedural and explanatory texts of excellent quality. This is evidence that some participants not only improved their results, but were also able to show near perfect results. The highest score recorded was 100.00, obtained by 9.4% of participants, indicating that a small proportion of participants were able to write an explanatory text very well, according to the expected standard. This achievement reflects a very good understanding of the material and the ability to structure the text in a very structured and clear manner.

With the median at 87.50 and the mode at the same value, it shows that most participants obtained higher scores compared to the pre-test, with more than half of the participants being above

the 80 marks. Overall, the distribution of post-test scores shows that participants experienced significant improvements in their procedural and explanatory text writing skills, with most participants now being in the "Good" (B) category and some even reaching the "Very Good" (A) category.

The statistical test results are continued with the t test using the SPSS 26 application with the following results table 1.

Table 1. Results of the t-Test on Procedural Text Writing

| Data | N | Mean | Std Deviation | Df | $T_{Count}$ | $T_{Table}$ | Sig (2-tailed) |
|---|---|---|---|---|---|---|---|
| Procedural Text Pre-test–Procedural Text Posttest | 32 | -24.12 | 9.565 | 31 | -14.26 | 2.039 | 0.000 |

The results of data analysis using paired t-test applied to the pre-test and post-test scores of Procedure Text showed a significant difference between the two tests. This study aims to measure the impact of using Padlet media in improving the ability of grade VI students in writing procedure texts. The 32 participants involved in this study underwent a procedure test before and after receiving the treatment, namely the teaching of writing procedure texts using Padlet. The results of this analysis provide a clear picture of how effective Padlet media is in improving students' procedure text writing skills.

The average score of the participants in the pre-test was 64.94, while in the post-test it increased to 89.06. This increase illustrates the significant progress in the ability of the participants after receiving treatment using Padlet. This figure shows that the students are better able to compose procedure texts after engaging in learning using Padlet media. This media-based learning allows students to be more active, creative and involved in the process of writing procedure texts, which is proven to improve their understanding of the structure and important elements in the text.

A comparison of the standard deviation between the pre-test and post-test scores shows a striking difference. The standard deviation in the pre-test was 11.13, while in the post-test it was only 5.08. This decrease in standard deviation shows that after using Padlet media, the variation between students' scores became smaller, indicating that all students, as a whole, experienced a uniform improvement in their ability to write procedure texts. This shows that Padlet not only improved the average score, but also had an evenly distributed positive influence on all participants.

Furthermore, the correlation test between pre-test and post-test scores showed a correlation value of 0.515, with a significance of 0.003. This correlation value illustrates the existence of a moderate relationship between the pre-test and post-test scores, indicating that students' initial achievement has an influence on the results they obtain after the intervention. Since the significance value is smaller than 0.05, it can be concluded that this correlation is significant, meaning that the increase in post-test scores can be attributed to the use of Padlet media in learning.

In the paired differences section, the paired t-test results show an average difference of -24.12, with a standard deviation of 9.57. The negative value of this difference indicates that the average post-test score is higher than the pre-test score, which indicates a significant improvement in students' procedure text writing ability. In addition, the 95% confidence interval for this difference is between -27.57 and -20.67, which is completely below zero. This further strengthens the conclusion that the use of Padlet media in learning procedure text has a positive and significant impact on students' test results.

In the paired t-test, the t value obtained was -14.26, with a degree of freedom (df) of 31, and a p value of 0.000. This large t-value and very small p-value indicate that the difference between the pre-test and post-test scores is highly statistically significant, so it can be ascertained that the change that occurred was not due to chance, but rather due to the direct influence of using the Padlet media. To further verify this result, the t-table value at degree of freedom (df) = 31 and 0.05

level of significance is 2.042. Since the obtained t-value (-14.26) is smaller than the negative t-table value (-2.042), the null hypothesis that there is no difference between the pre-test and post test can be rejected. That is, there is a significant difference between the two tests which shows the effectiveness of using Padlet media in learning.

These findings are in line with previous studies that highlight the effectiveness of digital platforms in enhancing students' writing performance. (Apriliana, 2022), for instance, found that Padlet was instrumental in improving poetry writing skills by promoting student engagement and collaborative learning. While her study was conducted at the junior high school level and focused on creative writing, the current study confirms that Padlet's benefits also extend to more structured genres like procedural texts at the elementary level. Similarly, research by Hasanah et al. (2024) showed that Padlet helped improve digital literacy and classroom participation, though their study emphasized media training rather than direct learning outcomes in writing.

The significant improvement in students' post-test scores, along with the reduced standard deviation, suggests that Padlet fosters not only individual learning gains but also equitable progress across the class. This aligns with the principles of the Merdeka Curriculum, which emphasizes differentiated instruction, learner autonomy, and technology integration in creating inclusive and student-centered learning environments (Lestari, 2017; Wahyuni et al., 2024). Padlet's features—such as real-time collaboration, asynchronous feedback, and multimedia support—appear to bridge common barriers in writing instruction by allowing students to revise, receive input, and reflect on their work in an interactive digital space.

Moreover, the moderate correlation between pre-test and post-test scores indicates that initial writing ability played a role in post-treatment outcomes, but that Padlet had a positive impact regardless of students' starting point. This reinforces the platform's value not only for high-performing students but also for those who initially struggled with organizing ideas and using appropriate language in procedural texts. Therefore, the use of Padlet aligns with pedagogical approaches that view writing as a process, enabling scaffolding, feedback cycles, and peer learning—all of which are vital to the development of elementary students' literacy skills (Alzahrani, 2021; Ferawati et al., 2022).

In sum, this study adds to the growing body of evidence supporting the integration of digital platforms like Padlet into primary education writing instruction. It demonstrates that when used thoughtfully, Padlet can facilitate significant and equitable improvements in students' procedural writing abilities, helping schools fulfill the broader goals of the Merdeka Curriculum.

**Writing Explanatory Text**

Based on the pre-test results obtained, the data shows that the majority of participants still have difficulties in writing an explanatory text properly and correctly. The mean score for the pre-test was recorded at 59.67, with a standard deviation of 12.05, indicating a considerable variation in the results obtained by the participants. Although some participants obtained higher scores, the average score that did not reach 70 indicated that many participants had not mastered the writing of explanatory texts well.

Overall, about 81.3% of the participants scored in the "Poor" (D) category, indicating that they struggled to organize their explanatory texts in a clear and logical sequence of steps. This category includes scores ranging from 43.75 to 68.75, indicating that the majority of participants could not fulfill the basic criteria of writing a well-structured explanatory text. This indicates that many participants need further guidance in understanding the structure and completeness of the explanatory text.

A small number of participants, about 18.8%, scored in the "Good Enough" (C) category, indicating that although only a few, there were participants who had started to understand the structure of the explanatory text. They obtained scores ranging from 71.88 to 78.13, indicating that

some participants had started to organize their ideas better, although there were still some shortcomings in terms of clarity and completeness of each step explained. The wide distribution of scores, with a range of scores reaching 40.62, indicates a significant difference in the mastery of explanatory text writing skills among participants. Although some participants showed a better understanding of the basic steps in writing an explanatory text, many others still struggled to organize the text in a systematic and structured manner.

With the median recorded at 58.13 and the mode at 43.75, it shows that most of the participants were below the expected score for a good command of explanatory text writing. This is further reinforced by the percentile results, where 75% of participants scored below 71.10, showing that the majority of participants are still at a basic level of understanding that needs further improvement. Overall, the results of this pre-test revealed that the majority of participants were in the "Poor" (D) and "Fair" (C) categories, indicating that they still needed further guidance in mastering the writing of explanatory texts. Although some participants showed better results, these results indicate a considerable gap in the mastery of explanatory text writing among the participants, which becomes an important basis for further improvement and evaluation in learning.

Based on the data obtained in the post-test, the participants have used Padlet as a learning media in composing explanatory texts. The post-test results showed a significant improvement compared to the pre-test results. The mean of the post-test score was recorded at 89.94, much higher than the pre-test mean of 59.67. This shows that most of the participants experienced improvement in their ability to write explanatory texts after being given certain interventions or learning. With a standard deviation of 7.55, which is lower compared to the pre-test (12.05), it can be concluded that the post-test results were more consistent, with less variation between participants.

Looking at the frequency distribution of scores in the post-test, about 25% of the participants scored between 87.50 and 90.63, indicating that many participants were now at a higher level in their ability to write explanatory texts. Participants who scored in that range managed to show a significant improvement in the quality of their writing, with clearer text structure, more detailed steps, and more appropriate use of language.

A total of 18.8% of participants scored 84.38, which shows that although some participants did not achieve the highest score, they have shown a fairly good ability to compose an explanatory text. They managed to organize the information better compared to their pre-test results, although there was still some room for improvement in terms of completeness and clarity. Meanwhile, about 12.5% of the participants obtained a score of 93.75, indicating that they had reached a higher level of understanding, able to write explanatory texts of excellent quality. This is evidence that some participants not only improved their results, but were also able to show near perfect results.

The highest score recorded was 100.00, obtained by 9.4% of participants, indicating that a small proportion of participants were able to write an explanatory text very well, according to the expected standard. This achievement reflects a very good understanding of the material and the ability to structure the text in a very structured and clear manner. With the median at 90.28 and the mode at 87.50, it shows that most of the participants obtained higher scores compared to the pre-test, with more than half of the participants being above the 80 mark. Overall, the distribution of the post-test scores shows that the participants experienced significant improvement in their explanatory text writing ability, with most of the participants now being in the "Good" (B) category and some even reaching the "Very Good" (A) category.

The statistical test results are continued with the t test using the SPSS 26 application with the following results table 2.

**Table 2. Results of the t-Test on Explanatory Text Writing**

| Data | N | Mean | Std Deviation | Df | $T_{Count}$ | $T_{Table}$ | Sig (2-tailed) |
|---|---|---|---|---|---|---|---|
| Explanatory Text Pretest - Explanatory Text Posttest | 32 | -30.27 | 9.565 | 31 | -14.26 | 2.039 | 0.000 |

 

Based on the results of data analysis using paired t-test applied to the pre-test and post-test scores of Explanation Text, there is a significant difference between the two tests. This study aims to measure the impact of using Padlet media in improving students' ability in writing explanatory texts. The 32 participants involved in this study underwent an explanatory test before and after receiving the treatment, which was the teaching of writing explanatory texts using Padlet. The results of this analysis provide a clear picture of how effective Padlet media is in improving students' explanatory text writing skills.

The average score of participants in the pre-test was 59.67, while in the post-test it increased to 89.94. This increase illustrates the significant progress in the participants' ability after getting treatment using Padlet. This figure shows that students are more capable of composing explanatory texts after engaging in learning using Padlet media. This media-based learning allows students to be more active, creative and involved in the process of writing an explanatory text, which is proven to improve their understanding of the structure and important elements in the text.

A comparison of the standard deviation between the pre-test and post-test scores shows a striking difference. The standard deviation in the pre-test was 12.05, while in the post-test it was only 7.55. This decrease in standard deviation shows that after using Padlet media, the variation between students' scores became smaller, indicating that all students, as a whole, experienced a uniform improvement in their ability to write explanatory texts. This shows that Padlet not only improved the average score, but also had an evenly distributed positive influence on all participants.

Furthermore, the correlation test between pre-test and post-test scores showed a correlation value of 0.569, with a significance of 0.001. This correlation value illustrates the existence of a moderate relationship between the pre-test and post-test scores, indicating that students' initial achievement has an influence on the results they obtain after the intervention. Since the significance value is smaller than 0.05, it can be concluded that this correlation is significant, which means that the increase in post-test scores can be attributed to the use of Padlet media in learning.

In the paired differences section, the paired t-test results show an average difference of -30.27, with a standard deviation of 9.93. The negative value of this difference indicates that the average post-test score is higher than the pre-test score, which indicates a significant improvement in students' explanatory text writing ability. In addition, the 95% confidence interval for this difference is between -33.85 and -26.69, which is completely below zero. This further strengthens the conclusion that the use of Padlet media in learning explanatory text has a positive and significant impact on students' test results.

In the paired t-test, the t value obtained was -17.25, with a degree of freedom (df) of 31, and a p value of 0.000. This large t-value and very small p-value indicate that the difference between the pre-test and post-test scores is highly statistically significant, so it can be ascertained that the change that occurred was not due to chance, but rather due to the direct influence of using the Padlet media. To further verify this result, the t-table value at the degree of freedom (df) = 31 and 0.05 significance level is 2.042. Since the obtained t-value (-17.25) is smaller than the negative t-table value (-2.042), the null hypothesis that there is no difference between the pre-test and post test can be rejected. That is, there is a significant difference between the two tests which shows the effectiveness of using Padlet media in learning.

These results are consistent with findings from earlier studies that emphasize the effectiveness of digital media in enhancing students’ ability to write more abstract and logically complex text types. Writing explanatory texts typically requires higher-order thinking skills such as causal reasoning, sequencing, and synthesizing information—skills that are especially challenging for elementary students still developing cognitively (Astuti et al., 2022; Evaline et al., 2024). The significant improvement in post-test scores, along with the reduced standard deviation, suggests that Padlet supported students in overcoming these challenges by providing a visually engaging and interactive environment that promotes clearer thinking and structured expression.

Previous research by Irawan et al.(2024) identified that low motivation in explanatory writing stemmed from monotonous teaching methods and lack of relevant instructional media. The current study responds directly to that problem by demonstrating that Padlet, with its real-time collaboration and multimedia features, is able to bridge the gap between student needs and instructional design. Unlike static worksheets or conventional whiteboards, Padlet allows students to explore ideas dynamically, organize them into coherent sequences, and receive timely feedback, all of which are critical in mastering the explanatory genre.

Moreover, the moderate correlation found between pre- and post-test scores reinforces the idea that students' initial ability influences the learning outcome but does not limit it. Even students with lower baseline skills were able to show considerable progress after the intervention. This confirms the role of Padlet as an inclusive tool that accommodates diverse learning styles and initial competencies—an important principle in the Merdeka Curriculum, which encourages adaptive, student-centered instruction (Aini et al., 2023; Wahyuni et al., 2024)

The results also reflect the pedagogical advantage of integrating writing as a process, not just a product. Padlet's digital environment enabled students to revise, restructure, and refine their work iteratively, supporting the development of metacognitive skills and self-awareness in writing. In line with the findings of Hasanah et al. (2024), who observed improvement in students' digital learning engagement, this study provides evidence that the use of collaborative media can transform traditionally passive tasks into active, meaningful learning experiences.

**The Effectiveness of Padlet Media in Learning to Write Procedural and Explanatory Texts**

The difference in scores between the ability to write procedure texts and explanatory texts in elementary school students can not only be seen from statistical data, but can also be understood through the differences in the fundamental characteristics of the two types of texts. Procedure texts are generally instructional and oriented towards concrete and sequential actions (Aryanto et al., 2022) . The structure of this text is relatively simple, consisting of objectives, tools and materials (if needed), and steps or stages that must be followed (Simanjutak et al., 2024). The language used tends to be direct, unambiguous, and aims to instruct the reader. These characteristics make procedure texts easier for elementary school students to understand, especially since they are coherent and do not demand complex abstract reasoning.

In contrast, explanatory texts have a more complex structure and demand higher order thinking skills (Evaline et al., 2024). This text aims to explain the process or cause-and-effect of a phenomenon, both natural and social. Preparation of explanatory texts requires a deep understanding of the content of the material, mastery of logical relationships, and the ability to convey information systematically (Astuti et al., 2022). For elementary school students, who are still in the concrete cognitive development stage, writing explanatory texts can be a challenge in itself because it demands the ability to abstraction, analysis, and synthesis of information. So it is not surprising that students' scores on explanatory texts are slightly lower than those on procedure texts.

In this context, the use of digital media such as Padlet makes a significant contribution in supporting students' writing skills, both for procedure texts and explanatory texts. Padlet is a web based learning platform that enables two-way interaction between teachers and students and encourages active participation in the learning process. Some of the excellent features of Padlet help to overcome the challenges that arise in learning to write at the primary school level.

First, collaboration and interaction are the main aspects presented by Padlet. Through the virtual board feature, students can publish their writing and read their friends' work. This not only opens up a collaborative space but also raises metacognitive awareness, where students can compare the quality of their writing and evaluate each other's strengths and weaknesses. This kind of collaboration strengthens students' understanding of the structure and content of good texts, and develops critical thinking skills through discussions or responses to other writings (Agustini et al.,

2024). For teachers, this platform also provides easy access to feedback and enriches the learning process with active and participatory classroom dynamics.

Secondly, real-time feedback is one of the most useful features in the process of developing writing skills. Teachers can immediately provide comments, corrections, or questions on parts of students' writing that need improvement. In the context of procedure text writing, this feedback can help students ensure that each step written is clear and not confusing (Handini, 2023). While in the writing of explanatory texts, teachers can guide students in organizing ideas, strengthening cause-and-effect relationships, and refining reasoning in explanatory paragraphs.

Third, Padlet supports easy documentation and revision, which are important aspects of the writing process. Because Padlet is digital and cloud-based, all student writing is automatically saved and accessible at any time. Students can make repeated revisions without losing the original document, which allows them more freedom to evaluate and improve their writing. This is very relevant to the principle of learning writing as a process, where revision is an important stage to produce quality texts.

Fourth, it offers multimodality support. Padlet is not only limited to text, but also supports uploading images, links, videos, and diagrams. In writing procedure texts, for example, students can insert pictures of tools or steps to clarify instructions. While in an explanatory text, students can include flowcharts, illustrations, or video links that support the explanation. This feature not only increases student engagement, but also strengthens the reader's understanding of the content visually.

Fifth, students' intrinsic motivation and independence are also boosted by the use of Padlet. Because students have direct control over their writing and feel that their writing will be read and appreciated by teachers and peers, there is a sense of responsibility and emotional involvement in the learning process. The interactive, colorful and open learning environment that Padlet provides stimulates students' interest in writing and naturally increases their motivation to learn.

Finally, the inclusive and democratic learning environment that Padlet creates makes students feel safer and more equal in their expression. Unlike conventional whiteboards or closed assignment submissions, Padlet provides an equal space for all students to publish their work.

Students who are usually passive or not confident can be encouraged to participate because their interactions are not limited by time and formal classroom situations. It also opens up opportunities for teachers to better understand students' learning characteristics and provide a more personalized approach to learning.

Thus, the use of Padlet in learning to write not only improves the quality of writing outcomes but also strengthens the student-centered learning process. Padlet provides an adaptive approach to the differences in characteristics between procedure texts and explanatory texts and provides practical support to the pedagogical challenges in developing literacy skills of primary school students. The findings suggest that digital technology used appropriately can be an important tool in improving the quality of learning and expanding students' potential to write different types of texts effectively.

## CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the use of Padlet media is effective in improving the writing skills of procedure texts and explanatory texts in grade VI students of SD Metro School Makassar. This is evidenced by the comparison of pre-test and post-test results which show a significant increase statistically and practically. The mean score of writing procedure text increased from 64.94 to 89.06, and the mean score of writing explanatory text increased from 59.67 to 89.94. This improvement not only reflected the effectiveness of the intervention, but was also accompanied by a decrease in standard deviation, indicating an even improvement across the student groups. Padlet's features such as collaboration, immediate

feedback, easy revision, and visual support are proven to help improve student interest, participation, and learning outcomes in writing. The platform is able to create an interactive and inclusive learning experience, which is aligned with the principles of Merdeka Curriculum and 21st century learning needs.

Based on the limitations of this study, it is recommended that future research involve larger and more diverse student samples across different schools to enhance the generalizability of the findings. Additionally, further studies could examine the effectiveness of Padlet in teaching other types of texts and assess its long-term impact on students' writing development.For practical application, teachers are encouraged to use Padlet not only to display final writing products but as a tool integrated throughout the entire writing process—planning, drafting, revising, and peer feedback. Schools should also provide basic training for teachers and students to maximize the platform's use and ensure its alignment with the goals of the Merdeka Curriculum.

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