



THE EFFECTIVENESS OF PADLET MEDIA IN TEACHING OBSERVATION REPORT TEXTS WRITING FOR THE GRADE 6th PRIMARY YEAR STUDENTS

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ABSTRACT

This research aims to examine the effectiveness of Padlet media in teaching observation report text writing to sixth-grade primary students at SD Metro School Makassar. The study employed a quantitative method with a quasi-experimental design using a non-equivalent control group model. The results showed a significant improvement in students' writing abilities, with the mean score increasing from 60.74 in the pre-test to 87.50 in the post-test, showing an improvement of 26.76 points. The decrease in standard deviation from 11.61 to 6.87 indicates that students' abilities became more homogeneous after using Padlet media. The effectiveness of Padlet media is supported by features that facilitate collaborative learning, real-time feedback, ease of digital documentation, and the creation of a supportive learning environment. This study concludes that Padlet media is effective in improving elementary school students' ability to write observation report texts.

Keywords: Padlet media; observation report text; writing instruction; elementary school; digital learning

1. INTRODUCTION

The advent of digital technology has precipitated a transformation in the domain of learning. The advancement of science and technology has shaped the utilization of instructional materials in academic settings (Wahyuni et al., 2024). This technological development has also contributed to the evolution of the learning media employed. This is corroborated by the existence of the Merdeka Curriculum (*Kurikulum Merdeka*), which affords educators the latitude to devise pedagogical approaches, learning models, and learning media in accordance with student requirements (Widayati, 2023). The use of innovative learning media has been demonstrated to enhance student engagement, motivation, and attention (Lailatul Aini, et al., 2023). The use of educational media can enhance the appeal of the material presentation, thereby fostering increased student motivation, interest, and attention (Irwan Prabowo & Heri Maria Zulfiati, 2023). Learning media serves as a conduit between teachers and students in the learning process (Hasnida, 2014). Learning media plays a pivotal role in supporting learning objectives.

In the context of teaching and learning, media serve as a conduit for information delivery from the teacher to students, with the objective of achieving learning goals (Hasan et al., 2021). In particular, the definition of media in the teaching and learning process is often interpreted as

photographic, graphic, or electronic tools that process, capture, and reconstruct verbal and visual information (Arsyad, in Hasan et al., 2021). Azikiwe (in Hasan et al., 2021) defines learning media as any object or material used by teachers that engages the five senses of sight, touch, hearing, smell, and even taste during the learning process.

Djamaluddin & Wardana (2019) define learning as the assistance provided by educators to facilitate the acquisition of knowledge, the mastery of skills and habits, and the formation of attitudes and beliefs in students. Sardiman (in Djamaluddin & Wardana, 2019) offers a different perspective, defining learning as an effort to teach students.

The term "writing learning" is defined as a creative process of expressing ideas and thoughts in written form with the aim of, for example, informing, convincing, or entertaining (Dalman, 2016). According to Tarigan (2021), writing can be described as a method of lowering or painting graphic symbols that describe a language understood by someone so that people can read these graphic symbols.

An observation report is a text that contains a description of information about a particular object obtained from systematic observation or investigation. It functions to provide information about an object or situation after systematic investigation or research. Observation report texts usually contain facts that can be proven scientifically.

Padlet is an online learning application that may be simply referred to as an online whiteboard or more commonly known as an online synchronous platform. It is compatible with a range of devices, including smartphones, tablets, laptops, and computers (Irwan Prabowo & Heri Maria Zulfiati, 2023). As Kurniawan (in Wahyuni et al., 2024) notes, Padlet can be described as an online board that affords teachers and students the opportunity to engage in creative learning activities. The application allows students to express ideas freely, without the constraints of spatial or temporal limitations (Astuti et al., 2022).

Padlet is an online learning platform that can be considered an online learning environment due to the simultaneous presence of educators and students (Hasanah et al., 2024). Padlet has received certification from The International Society for Technology in Education (ISTE) (ISTE Standards for Students, 2023). It is an institution that assesses the viability of a learning medium (Crompton & Burke, 2024).

The objective of this study is to assess the efficacy of Padlet as a learning tool for teaching observation report writing to sixth-grade students at SD Metro School in Makassar City. During the preliminary observation, it was evident that the potential of learning media had not been fully harnessed in the teaching of observation report writing. Consequently, the researcher is interested in investigating the use of Padlet as a learning media in the teaching of observation report writing.

2. METHODS

The research model used in this study is a quantitative model with quasi-experiments. The research design used is a quasi-experiment with a non-equivalent control group design model. Both experimental and control groups are not randomly selected but have been determined from the beginning. Both groups (experimental and control) will be given a pretest before treatment and a post-test after treatment to measure the ability to write an observation report text. The independent variable in this study is padlet media while the dependent variable is writing observation report text. The population and samples in this study were grade VI students of SD Metro School Makassar City.

3. RESULTS AND DISCUSSION

The preliminary proficiency of grade VI students at SD Metro School in Makassar City in writing observation report text is evident from the results of the pre-test that was conducted. The descriptive statistical analysis yielded an average score of 60.74, indicating that the students' initial ability falls within the sufficient category. This suggests that students require further development in the skill of writing observation report text.

The pre-test results also demonstrated a notable disparity in writing proficiency among students, as evidenced by the standard deviation value of 11.61. This discrepancy is evident in the considerable range of scores, with the lowest score being 43.75 and the highest reaching 81.25. This considerable discrepancy illustrates that the proficiency level in composing an observation report text among students remains highly disparate.

The distribution of pre-test scores indicates that the majority of students continue to experience difficulty in organizing ideas and presenting the results of observations in a systematic manner. This is evidenced by the high variance value of 134.803, which indicates that students' ability to write observation report text is still widely distributed and uneven.

Following the introduction of Padlet as a learning tool for writing observation report texts, there was a notable enhancement in students' abilities. This is evidenced by the post-test results, which yielded an average score of 87.50, representing a notable increase of 26.76 points from the pre-test results. This increase indicates that the use of Padlet media has a positive impact on students' ability to write observation report texts. The successful implementation of Padlet media is also reflected in the increase in the minimum score obtained by students to 71.88, which is considerably higher than the minimum score in the pre-test. The achievement of the maximum score, which reached 100.00, demonstrated that some students were even able to achieve optimal ability in writing observation reports.

The results demonstrate that Padlet media was an effective tool for fostering the growth of students' writing abilities. The reduction in standard deviation from 11.61 to 6.87 in the pre-test suggests that the use of Padlet media resulted in a more homogeneous distribution of student abilities. The decrease in the variance value, which fell to 47.245, suggests that the distribution of students' abilities became more uniform. This suggests that Padlet media is an effective tool for fostering a more homogeneous understanding and proficiency in writing observation report text among students.

The improvement observed after the use of Padlet media was not limited to quantitative measures; it was also evident in the quality of the writing produced by students. The students demonstrated enhanced proficiency in organizing ideas, presenting observation results in a systematic manner, and utilizing more precise language in their report writing. This demonstrates that the Padlet media was an effective tool for facilitating comprehensive development of writing skills.

The mean score increase of 26.76 points between the pre-test and post-test provides compelling empirical evidence of the efficacy of Padlet media. This improvement is not only statistically significant but also practically meaningful, as it demonstrates a notable enhancement in students' capacity to compose an observation report. The reduction in standard deviation and variance in the post-test results also suggests that Padlet media is an effective tool for fostering more uniform and consistent learning outcomes for all students.

The efficacy of Padlet media in enhancing students' writing abilities is contingent upon the affordances of this medium that facilitate collaborative and interactive learning. Padlet media

offers a digital platform that enables students to more effectively organize ideas, share observations with their peers, and receive prompt feedback from educators. These attributes contribute to the creation of a learning environment that is conducive to the growth of observation report writing skills.

The use of Padlet media affords students the autonomy to select and examine objects in accordance with their individual interests. This autonomy fosters a sense of ownership over the task at hand, thereby enhancing students' responsibility and commitment to the observation process and the subsequent documentation of findings. Furthermore, the direct observation approach facilitates the development of observation skills and the generation of more authentic data for the report.

In addition to the aforementioned factors, other elements have contributed to the enhancement of students' writing abilities. These include the utilization of technology and the autonomy afforded to students in selecting observation subjects.

Collaboration and Interaction. The Padlet platform facilitates collaborative learning by enabling students to view and interact with each other's work on a shared virtual wall. This configuration cultivates a sense of community and facilitates peer-to-peer learning.

The real-time feedback functionality of Padlet enables educators to provide immediate feedback on students' work. Such prompt and detailed feedback enables students to identify areas for improvement in their writing and to implement revisions in a timely manner.

The digital nature of Padlet, with its storage and editing capabilities, fosters a sense of confidence in students' writing process, as they can readily revise and save their work.

Padlet's multimodal presentation capabilities facilitate the integration of diverse media formats, enabling students to enhance their reports with text, images, and links, thereby enriching the presentation and engagement of their observation reports.

Intrinsic Motivation and Independence. The use of Padlet fosters students' intrinsic motivation, as it provides them with a sense of ownership over their learning process and encourages self-directed engagement with the writing tasks.

4. CONCLUSION

Based on the results of the research and discussion on the effectiveness of Padlet media in learning to write observation report text for grade VI students of SD Metro School Makassar City, it can be concluded that Padlet media proved to be effective in learning to write observation report text. This effectiveness is supported by valid and reliable statistical data, and is reflected in the improvement of students' abilities both quantitatively and qualitatively. Factors that contribute to this effectiveness include the integration of technology in learning, flexibility in choosing the object of observation, collaborative learning, real-time feedback, ease of revision, and the creation of a supportive learning environment. Teachers are advised to integrate Padlet media in writing learning, not only limited to observation report texts but also to other types of texts and research can be developed by combining Padlet media with other learning strategies or methods.

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Authors' contribution

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