

Padlet: Learning Media Based on *Collaborative Learning* in AENA Course

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Abstract

Nowadays, learning media has been changed into based on information and communication technology. Padlet is an application for online learning which is similar with online board. This application can be used in learning Advance English for Nurse Anesthesiology in the classroom to encourage the students to write in online platform. The purpose of this study was to describe padlet as a learning media based on collaborative learning in AENA (Advance English for Nurse Anesthesiologist) course. This research employed descriptive research which emphasize more on explaining the data. The subject of this research was third year students of Diploma IV of Nursing Anesthesiology Data were analyzed by using descriptive qualitative. The results showed that 62% of students agreed that they enjoyed learning using Padlet media. Apart from that, there were 63% of students agreed that they were brave enough to write English using the Padlet application.

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1. INTRODUCTION

Writing skills are still considered the most complex language skills to learn and teach. Writing is the most complex skill because it combines listening, speaking, and reading language skills to produce a written work. A person can produce a piece of writing if they have the material to be used as a piece of writing. The purpose of learning to write is to equip students with writing skills. Students can transform their thoughts or ideas into writing, choose the right vocabulary to tell an event clearly and systematically (Astuti, Abidin, & Cahyani, 2022)

English language learning that is used specifically for non-English major students is called ESP (*English for Specific Purposes*). *English for Specific Purposes* an approach to teaching English where the things taught and the teaching methods are based on the reasons why students want to learn (Hutchinson & Waters, 1994). English for specific purposes (*English for Specific Purposes*) has a different approach and assumptions from General English (*General English*). The purpose of ESP is for students to be able to master English in the field they are studying. Currently, English for anesthesiology nursing students is included in the Advance English in Nursing Anesthesiologist (AENA) course. The purpose of this course is to prepare anesthesiologists who are able to communicate in English both orally and in writing.

Based on observations made on sixth semester students who took the AENA course, students' writing skills are still very low. This is influenced by the lack of Anesthesia Nursing English vocabulary that they have. The many medical terms used require students

to understand the meaning of the words. The lack of students' writing skills is due to the lack of English writing practice (Misnawati et al., 2024). Writing skills are skills that can be continuously honed through continuous practice. So it is necessary to practice every day so that students are able to write well.

Currently, the use of technology can help the development of learning media. This helps students to learn effectively and more interactively by using the internet network (Taufikurohman, 2018). Padlet is an online learning application that is often simply called an online whiteboard or commonly known as an online synchronous platform, padlet can be used on smartphones, tablets, laptops or computers (Sanuhung et al., 2022). The padlet application has many features that can facilitate the learning process. This application is often used to conduct group presentations or can also express thoughts, ideas or creative ideas through the padlet wall. Lecturers usually first create an online wall or whiteboard that contains learning materials and students participate in discussions about the material given. Not only that, lecturers can also link to materials, images, or reading materials on the padlet wall. Lecturers can comment on each other, discuss the material presented through the padlet wall.

The use of the Padlet application is an implementation of collaborative *learning*. Collaborative learning is a situation where two or more people work together to solve a problem by involving each other's activeness and skills as team members (Mustakim et al., 2021). Students can have discussions with each member of their group to solve a problem. Problem solving can be done through communication, exchanging ideas and perspectives so that it can improve the quality of the group.

Several studies have been conducted related to the use of padlet as a learning medium, namely Research (Qulub, T., & Renhoat, 2019) entitled Use of Padlet Media to Improve Descriptive Text Writing Skills. The results of this study are that learning using padlet media is very helpful for teachers in conveying information and evaluation because padlet functions as a place for discussion, feedback, group work and brainstorming. In addition, (Nerona, 2019) also conducted a study entitled *Effect of Collaborative Learning Strategies on Students Achievement in Various Engineering Courses*. This research was conducted in the Philippines and there was a pre-test and post-test. The results of this research were the group that was given collaborative *learning* have higher scores compared to the group that was given a lecture.

In addition, a relevant study is the study (Afifah et al., 2021) entitled Assisted Padlet Media *Phet Simulation* on atomic material on cognitive learning outcomes and student responses during the Covid 19 pandemic. The research method used is a quasi-experimental design with a one group pretest and posttest research design. the results of the study obtained that student learning outcomes between the pretest and posttest tests after using padlet media assisted by phet simulation increased, while student responses stated that they were good towards the use of padlet media assisted by phet simulation during online learning.

In relation to this explanation, it is necessary to conduct research on the use of Padlet as a learning media based on collaborative *learning* in the AENA class. The formulation of the problem in this research is how to apply a padlet as a media-based learning *collaborative learning* in AENA class? The purpose of the research is to describe padlet as a learning media based on collaborative *learning* in the AENA class. The urgency of this study is as an interactive and effective learning media to train students' writing skills in the DIV Anesthesiology Nursing study program.

2. RESEARCH METHODS

Descriptive qualitative research is the method of choice when direct description of the phenomenon is desired (Sandelowski, 2000: 339). Researchers conduct qualitative descriptive research to stay closer to the data described in words. The subjects of this study were 6th semester students of the Applied Bachelor of Nursing Anesthesiology study program. The research instrument is a tool used to filter information that can describe the statistics of research variables. The research instrument that will be used for data collection in this study is a performance test. The test used is a writing test which is then assessed using writing *rubric*. The data analysis method used is qualitative descriptive. The results of the study will be described clearly so that they are easy to understand.

3. RESEARCH RESULTS AND DISCUSSION

3.1. Research result

The research was conducted in the Applied Bachelor of Nursing Anesthesiology study program on sixth semester students who took the AENA course (*Advance English for Nurse Anesthesiologist*). The sample of this study consisted of 68 students. Some of the problems faced by students when getting writing assignments in English are that students feel bored during learning because the learning method is not interesting. In addition, students also lack vocabulary mastery and lack self-confidence so that they have difficulty expressing themselves in writing.

The researcher prepared learning materials and media to be given to students. Then the researcher explained how to use the padlet application. The researcher gave an instruction to write on the platform. The advantage of the padlet application is that students write and then upload their writing directly so that it can be read directly by other students. This is done similarly to uploading on social media so that they feel interested in learning to use this application. This activity was carried out 2 times to make students understand how to use this application. At the next meeting, students were given a questionnaire to determine their perceptions of using the padlet application.



Figure 1. Students write on the Padlet application with a device mobile *phone*

Figure 1 shows that students can discuss with their classmates before they submit their writing assignments on the Padlet application. The lecturer uploads the topic to be discussed on the Padlet wall. After that, the lecturer provides a link to the class group and students can open this application for free. This application also does not need to be downloaded by students.

As a learning media that uses the internet network, Padlet functions as a place for online discussions and also a forum for sharing knowledge and information in the form of links, videos, images, and different documents (Rachmadyanti, 2021). Thus, the Padlet application has a positive impact on students because it increases knowledge about new innovations in the learning process (Sanuhung et al., 2022). Learning activities can also be done anywhere. Students can provide comments on topics that have been given by the lecturer.

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The data collection tool in this study was using a questionnaire of student perceptions about learning English using the Padlet application. This questionnaire was compiled and validated to an expert *judge before* being given to students. This research is at the expert validation stage. Validity testing is carried out in research to prove the validity of the instruments used in the study. The questionnaires that have been prepared can be seen in table 4.1.

Table 4.1. Student Perceptions of English Learning Based on Padlet Application

No	A list of questions	SS	S	TS	STS
Instructional Media					
1	Lecturers teach using various learning media according to the material in the RPS.	84%	16%		
2	Creative lecturers in adapting media to learning materials	44%	56%		
3	The material taught is clear so it is easy to understand.	41%	59%		
4	The lecturer always explains in easy-to-understand language	54%	46%		
Learning methods					
5	I am happy with the padlet learning media	38%	62%		
6	Materials are easily accessible from mobile phones or laptops	25%	75%		
7	Learning methods vary according to the material being taught.	29%	71%		
8	I enjoy online learning that uses online discussions on padlet.	18%	79%		
Padlet benefits					
9	Learning using Padlet can be done anywhere and anytime	66%	34%		
10	Learning using Padlet makes me brave in writing English	22%	63%		

Based on table 4.1, it is obtained information that 62% of students' responses stated that they agreed that they enjoyed learning using Padlet media. This shows that Padlet is able to attract students' interest in learning to write English. Padlet has a very varied feature, namely being able to change the background when uploading writing. In addition, students also do not need to write in books and they are able to use this application on their respective cell phones. Padlet application allows students to post their work to Twitter, Google+, email, or paste a URL into a student post (Narimawati et al., 2022). Students will be motivated to learn because their assignments can be shown on other social media, thereby creating a sense of pride in students.

In addition, as many as 63% of students stated that they agreed that they dare to write English with the Padlet application. This means that they are motivated to write

because writing is not boring. Students can also exchange ideas with their friends if they find difficult words. One of the benefits applications. This is learning that can be done anywhere and anytime. From the questionnaire results, it shows that 66% of students strongly agree with this statement. This is because they only need to type on their cellphones. As is known, currently all students carry cellphones to communicate. From the table, it shows that the perception of students is more strongly agreed to use the Padlet application in learning Advance English for Nurse Anesthesiologists, especially in writing skills (*writing*).

3.2. Discussion

Based on the results presented, the use of the Padlet online application can improve student learning achievement. In this case, student achievement increased after implementing Padlet because: Padlet makes students excited to learn to write captions, makes them happy to learn to write captions, makes them interested in the lesson, makes them feel comfortable sharing their captions on Padlet, and makes them develop writing ideas easily. The results that the researcher did are in accordance with several previous studies conducted by other researchers who conducted research using Padlet as a variable. In addition, a Padlet is something that is easily accessible including easy to use and interesting because it can be edited at will and photos added there. They can even write while lying in bed to collect or explore their ideas. After that write those ideas into Padlet. It really makes it easier for them to complete good captions. Furthermore, the students said that the Padlet is not expensive because there is no need to buy it to be able to use the application. This application can be used for free. In addition, they can also give comments to their friends' Padlet so that they can improve communication, including by using English, in line with that they also practice their English skills and get feedback from teachers directly on Padlet, so they can find out their weaknesses in writing captions so they can revise them quickly.

4. CONCLUSION

Based on the analysis and discussion, it can be concluded that the application of Padlet in learning Advanced English for Nurse Anesthesiologists, especially in writing skills (*writing*) can help collaborative *learning because* students can work together if they find difficulties in writing English. As many as 62% of students agreed that they enjoyed learning using padlet media. In addition, as many as 63% of students agreed that they dared to write English with the padlet application

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