The Use of Padlet through Smart Board in Eighth-Grade Reading Skills at MTs Al Hikam Jombang

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Abstract:
The Padlet application is an online platform that can be used as a medium for teaching reading skills to enhance student interaction and facilitate collaboration between students and teachers. This study aims to analyze the use of the Padlet application through Smart Board media in teaching students' reading skills. The research method used is descriptive qualitative research. The subjects of the study were eighth-grade students at MTs Al-Hikam Jombang. Data and sources were obtained from the Arabic language teacher and the eighth-grade students of MTs Al-Hikam. Data collection techniques included interviews, observations, and documentation. Data analysis was conducted using the theory proposed by Miles, Huberman, and Saldana, employing techniques such as data condensation, data display, and conclusion drawing. The results showed that when viewed from the TPACK framework, the integration of technology (Padlet and Smart Board), pedagogy (collaborative teaching of reading skill), and content (reading skills in Arabic) 1) supports the creation of a holistic learning environment, and 2) the Padlet and Smart Board technologies provide opportunities for teachers to develop more interactive teaching methods tailored to students' needs, allowing students to participate more actively and collaborate in understanding the reading texts. This study recommends the use of similar technologies in teaching other language skills.

Keywords: Padlet Application, Smart Board Media, Reading Skill

Introduction

The development of information and communication technology has influenced nearly all aspects of life, including education. Digital technology has brought fundamental changes to the way educators and students interact, access, and utilize information. The advent of the industrial revolution 4.0 marks advancements in various aspects of life (Muzakky et al., 2023). Advanced technologies such as the Internet of Things have made communication and information access easier for anyone, without time and place limitations. These developments have had a significant impact on education in Indonesia. Traditional teaching methods have shifted towards more innovative and creative approaches by incorporating technology as part of the learning process. This change has had a significant effect on both students and educators, providing them with many options to integrate various technologies into learning (Laili & Ainin, 2022).

In the context of language education, the use of technology has become increasingly relevant in supporting the development of the four basic language skills: listening, speaking, reading, and writing. One of the most crucial skills in language learning is reading, which is key to understanding written texts and literature available in the target language (Fitri & Hasibuan, 2024). Generally, the goal of qira'ah (reading) instruction is for students to be able to read Arabic texts correctly and understand the content they read (Nisa et al., 2022). More specifically, there are two methods in qira'ah instruction: silent reading and reading aloud. The goal of qira'ah jahriyah (reading aloud) is for students to understand the essence of the letters, their pronunciation, the linguistic style, and intonation in line with grammatical rules. Meanwhile, the goal of qira'ah shomitah (silent reading) is for students to comprehend each word, the linguistic style used in the text, and understand both explicit and implicit meanings and ideas conveyed (Diah & Ni'mah, 2023).

The teaching of Arabic reading skills (maharah qira'ah) in the eighth grade at MTs Al-Hikam Jombang is one of the main focuses of the educational curriculum. Arabic is an important subject that not only prepares students to understand religious texts but also strengthens their foundation in studying Islamic sciences (Asror et al., 2023). However, one of the biggest challenges in teaching maharah qira'ah is the lack of student interest and motivation in reading Arabic texts. Students tend to feel bored with traditional teaching methods, where reading activities focus solely on textbooks without any innovation or engaging interaction. Furthermore, the lack of interactive and technologically advanced learning media exacerbates this issue, making the learning process monotonous and less effective.

This issue has become more critical amid rapid technological advancements. Today's students, known as the digital generation, are more responsive to learning methods that involve interactive technology. They are accustomed to digital devices in their daily lives and have higher expectations for the quality of learning media in the classroom. Therefore, innovation in maharah qira'ah instruction has become an urgent need to improve teaching quality, student engagement, and learning outcomes. One proposed solution is the use of the Padlet application integrated with a smart board in the learning process.

Padlet is a digital platform that allows users to collaboratively create and share content in the form of virtual boards. The features of Padlet strongly support interactive learning, where students can upload texts, images, and videos, as well as comment and discuss in real time (Al-Fitrie et al., 2023). Padlet is often regarded as a digital whiteboard or online synchronization platform and can be accessed via smartphones, tablets, laptops, or computers. By using Padlet, teachers and students can collaborate simultaneously,

allowing them to share and express ideas in the form of videos, images, or writing (Sanuhung et al., 2022a).

The Padlet application has many features that facilitate the learning process. Teachers often use it for group presentations or as a medium for teachers and students to brainstorm creative ideas through Padlet's wall. Teachers and students can participate simultaneously to initiate learning. Teachers usually create an online wall or board containing learning materials in the form of videos, and students can discuss these materials. Additionally, teachers can add links to materials, images, or readings on the Padlet wall. Both teachers and students, as well as students among themselves, can comment and discuss the materials presented on the wall.

In practice, the Padlet application is combined with a smart board, a technological device that allows visual interaction on the screen. Together, these two technologies create an interactive, dynamic, and participatory learning experience. In the context of maharah qira'ah instruction, the use of Padlet through a smart board gives students the opportunity to read texts together, analyze meanings, and collaborate with classmates in understanding the taught material.

The urgency of using this technology is based on the need to modernize teaching methods to match students' current learning styles. According to Mayer, the use of visual and interactive elements in learning helps students process information more effectively by engaging multiple cognitive channels (visual and verbal), which enhances understanding and retention of information. Visual and interactive learning has been proven to increase student attention and engagement in the learning process (Indah & Fadilah, 2024). The use of smart boards and Padlet in the eighth grade at MTs Al-Hikam Jombang is a new approach aimed at addressing the issue of low student interest in maharah qira'ah instruction. This innovation also offers various benefits, such as giving students the freedom to participate actively, expanding collaborative opportunities, and providing immediate feedback to help students quickly understand and correct their mistakes.

This research aligns with the study by (Asror et al., 2023) titled The Use of Padlet Application in Teaching Expository Text Writing. The results of the study showed a significant difference in the learning outcomes of tenth-grade students at SMAN 2 Cianjur in expository text writing after using the Padlet application, with an average pre-test score of 61.93 and a post-test average score of 81.17. Furthermore, Padlet received a positive response from students.

Another relevant study is by (Sanuhung et al., 2022a), titled The Use of Padlet Application as an Online Learning Medium in the Educational Technology Course (A Case Study at Ahmad Dahlan University). This study showed that the Padlet application can be used in online teaching and learning, where educators and students can present learning materials and actively discuss them.

Based on the above statements, this study aims to explore the extent to which the use of the Padlet application combined with a smart board impacts the Arabic reading skills (maharah qira'ah) of eighth-grade students at MTs Al-Hikam Jombang. It also seeks to examine how students respond to this interactive learning medium and how significantly it affects their learning motivation.

Methods

This study employs a descriptive qualitative approach to understand the use of the Padlet application through Smart Board media in teaching Arabic reading skills (maharah qira'ah) to eighth-grade students at MTs Al-Hikam Jombang. The main data sources consist of two types: primary and secondary data. Primary data are obtained

through semi-structured interviews with Arabic teachers, aiming to gather information about their experiences, perceptions, and practices in using the Padlet application and Smart Board media during the learning process. The interview questions cover the use of the application, the role of media in supporting learning, and any challenges faced.

Meanwhile, secondary data are collected through direct classroom observations, where the researcher observes the interactions between teachers and students, as well as the application of technology during the lessons. The focus of the observations includes student activities, classroom interactions, the use of the application and media, and the level of student engagement and participation.

For data analysis, the model developed by Miles, Huberman, and Saldana is used, which involves several stages such as data collection, data reduction, data display, and conclusion drawing. This method allows the researcher to obtain a comprehensive understanding of the effectiveness of using the Padlet application and Smart Board media in enhancing the learning of maharah qira'ah.

Results and Discussion

Padlet is one of the internet-based learning media and functions as a place or container to share information in the form of notes, images, links, videos, etc, called walls. This application can be optimized for use by teachers in a learning activity as a substitute for a whiteboard, which is online in a classroom forum (Qulub & Renhoat, 2020). In the padlet application, teachers and students can communicate as well as face-to-face learning (Rohmatika et al., 2020).

In simple terms, padlets can be called online whiteboards that allow educators and students to convey and share ideas and thoughts in the form of text, photos, and videos. This padlet is very easy to use because there is no need to download the app, and the features are easy to learn. In addition, this padlet can be accessed through smartphones, tablets, laptops, and computers. Users can choose the free or paid version of the padlet for 140 thousand rupiahs per month.

Padlet provides convenience in communicating between educators and students or between fellow students without being constrained by time and place. In using the Padlet app, users can create unlimited walls and then invite others to view their walls (Rohmatika et al., 2020). During teaching and learning activities, educators and students discussed virtually. Every student who responds to the educator will have a notification. Wood pointed out that E-mails will be informed so that teachers are aware of incoming responses from students.

Padlet, as a neutral device, can operate on various technological devices that everyone uses today, such as mobile phones, computers, and others. All the conveniences contained in this padlet can be the best option for any school that wants to take advantage of a variety of devices. Padlet provides two options for its use by installing an application or through the web, which is felt to be simpler for users. Track record results in Padlet can be transformed into some of today's most commonly used format options, such as .pdf or .xls files, or linked to other blogs, sites, or pages (Alghozi et al., 2021).

According to (Sanuhung et al., 2022) Related to learning, some of the advantages of Padlet as a learning platform are: 1) Free version available. 2) The app does not need to be downloaded, so it is memory-friendly. 3) Padlet can create a real classroom atmosphere (social presence and teaching presence) because educators and students are at the same time. 4) Everyone can convey ideas and ideas using text, audio, or video. 5) Educators can present learning tools, teaching materials, attendance lists, and assessments directly in the padlet column or use links from the web and Google forms that have been prepared in advance. Padlet provides a complete link feature. 6) Educators

can arrange the online whiteboard padlet as attractively as possible and insert educational game applications such as Kahoot or Mentimeter. 7) Educators can organize more varied learning activities based on tasks or projects individually, in pairs, or in groups. 8) Educators and students can change roles freely. 9) Classroom dynamics in the class can be recorded automatically, which can be downloaded through the sharing and export features.

Steps to use the padlet are: 1) Sign up or log in to the app or web with a personal account. If you use Google, you will log in without registering an account. 2) After registering, the first page or Padlet homepage appears. 3) Select the make a padlet menu on the pink icon, then select the padlet model to use. Don't forget to understand the pattern and its use first. 4) You can change the wallpaper or background on the three-dot menu, then select modify, then change the wallpaper or background as desired. Create a task, topic, or discussion by selecting the pink icon. Choose the form of the assignment, topic or discussion in any format. 5) Save the results of the assignment, discussion, or topic in the three-dot icon and select share, embed, or export. 6) Close or lock the padlet so that no one can access it when the time is up. 7) Select the share or embed menu or export, then click on the change privacy section.

The functions of the Padlet application according to (Handini, 2020) in learning include 1) Discussion Place. The discussion referred to in Padlet media is a group discussion. Teachers and students can paste the results of their discussions or materials on the Padlet wall. 2) Feedback. This feedback is given by teachers to help students understand a learning by responding to the results of work done by other students. The Padlet application can accommodate responses that arise from students. 3) Group work. When the first group sends the answers through this medium, the teacher instructs the other group to check the answers that the first group has posted. So that all group members can understand the opinions of the group members who have submitted their answers. 4) Documentation of student portfolios. A portfolio is a collection of student assignments that demonstrate development, skills, and effort in one or more fields.

Implementation of padlet in Maharoh qiro'ah

The implementation of padlet in maharoh qiro'ah is:

First home view. On this display, there are several menus such as bookmarks added, remake, share, setting, and add file. On the Padlet home page, teachers can upload files by adding files either in the form of pdfs, ppt, words, links, photos, and so on according to learning needs. In the homepage view, teachers and students can use Padlet and view materials, assignments, and so on on the platform. Teachers can add files to Padlet as materials, assignments, and so on in pdf, ppt, word, link, and so on formats.

Second material display. On the display of the material, teachers and students can see and read the material that the teacher. Students can use the Padlet platform to read the material that the teacher has delivered has uploaded. For students who lack understanding, students can read the material contained in Padlet and they can read it repeatedly until the student understands. Students can read article material uploaded by teachers using technology such as cellphones, computers and laptops.

Third assignment view. On the assignment view, students can download the questions in the Padlet that have been provided by the teacher. Students can work on questions in the platform application either in the form of links that have been provided or work on assignments on worksheets in paper form by utilizing the Padlet platform as a learning resource.

Fourth padlet assignment display. Padlet media can be applied in learning, especially in learning Arabic maharoh qiro'ah. Teachers can link to students either through Whtasapp Group to anyone to access materials or assignments. During learning

activities, students can read the material that has been provided by the teacher in the form of ppt, students can read the questions and then work on the google form link that has been provided, students can also work on the worksheet by reading the questions in Padlet, downloading the questions or understanding the questions and then working on the answer sheet.

Fifth student presentations. After students work on the questions through the LKPD that has been provided by the teacher, students can present the results of their work both in groups and individually. When making presentations, students can use their cellphones to see the results of their work without having to print the results of their work. This makes it very easy for students to make presentations because by utilizing technology, students can reopen the results of their work.

Sixth assessment display. On the assessment display, teachers can assess students' learning activities through links and lists of grades that have been provided by teachers.

Obstacles in implementation

In the use of padlets in the learning process of maharah qiro'ah, there are several obstacles, namely the lack of understanding of students in using the padlet application. Students feel confused about what to do because in the padlet application, there are many features, and there are also many students who make mistakes when doing their assignments. This was felt by students when they first used the padlet application because it was still in the adjustment stage.

It is also necessary to have an adjustment or adaptation stage that is carried out before learning takes place. To overcome these obstacles, the teacher provides a tutorial on using the padlet application as a reference in using the padlet application. Students can find out about using the padlet app on YouTube or google. Then, students can imitate what is in the tutorial so that when learning to use the padlet, students have understood how to use it.

Another obstacle to the use of the padlet application is the lack of facilities owned by students, such as mobile phones. When students are asked to bring their mobile phones, there are some students whose mobile phones are not supportive due to lack of storage memory. So that students feel that their cell phones are slow to access the padlet application. To overcome this problem, students whose cell phones lack support can borrow school laptops because this padlet application can be accessed via the web or through the application.

Subject teachers stated that "by using Padlet media, provide additional insight into their experience with the use of Padlet." Students also revealed that they feel more comfortable interacting and sharing opinions on the platform. Many students stated that the use of technology makes the learning process more interesting and not boring. They feel that the discussions in Padlet help them understand the text better.

Teachers also noted an increase in student motivation. He stated that Padlet allows students to learn collaboratively, helping each other in understanding the material. Additionally, the use of Smart Boards facilitates better visualization so students can see and understand the content more clearly. The increase in student motivation is very noticeable during the learning process. Students become more enthusiastic and involved in Maharoh qiro'ah. The use of interactive Padlets creates a fun learning atmosphere. Students feel more free to ask questions and share ideas, which contributes to the development of their confidence.

Students who were initially less interested in Maharoh qiro'ah began to show greater interest. They actively seek additional information and discuss reading on Padlet. This enjoyable learning experience creates a positive and supportive classroom

atmosphere. Feedback from students shows high satisfaction with the use of Padlet in learning maharoh qiro'ah. Many students stated that they preferred this method compared to conventional learning. They feel more engaged and have the opportunity to learn from their peers. Students also emphasized that the use of technology helps them understand the material better. They felt that the interaction in Padlet improved their understanding of the text being read. This positive feedback reflects the successful use of technology-based methods.

Based on the findings of the study, it is recommended that this method be applied in other subjects to increase learning effectiveness. The use of technology must be supported by adequate training for teachers and students. Periodic evaluations of the use of technology in education are also needed to assess the success of this method.

Additionally, it is important to ensure that all students have equal access to technological devices. Schools need to provide adequate facilities to support the use of technology in learning. The integration of TPACK theory is key to creating a more holistic and effective learning experience.

The use of padlets is reviewed from TPACK theory.

TPACK is a framework that combines three main aspects, namely, technology, pedagogy, and knowledge content/material. TPACK consists of six knowledge components such as Technology Knowledge (TK), Content Knowledge (CK), Pedagogical Knowledge (PK), Pedagogical Content Knowledge (PCK), Technological Pedagogical Knowledge (TPK), and Technological Content Knowledge (TCK), (Putri et al., 2024).

Technological Pedagogical Content Knowledge (TPACK) is a framework that integrates technology into the teaching process. Initially, this concept was a development of Pedagogical Content Knowledge (PCK), which was introduced by Shulman in 1986 and 1987. Mishra and Koehler then expanded the concept of PCK by incorporating technological elements, thus creating a combination of technology, pedagogy, and content. The result is a new framework called TPACK (Haniefa & Samsudin, 2023). It can be concluded that Technological Pedagogical and Contents Knowledge (TPACK) is a framework or mindset for an educator to master three fundamental components: technology, pedagogy, and content.

TPACK is based on an approach used by Shulman (1986) called Pedagogical Content Knowledge (PCK), which explains how and why pedagogical content and knowledge are inseparable. Teachers must master the interaction between pedagogy and content to apply strategies that help students understand the material (Koehler, 2013). Teachers need to understand how technology, pedagogy, and content are interrelated with each other. Teaching technology requires a flexible framework. Technology can be effectively integrated into various teaching approaches and content areas (Agustina, 2015).

TPACK is very beneficial in teaching Arabic language skills because technology can add value to learning and make it more engaging. For example, in learning Arabic language skills, the use of technology allows students to interact directly and indirectly with native speakers, providing a more contextual learning experience. Improving teacher TPACK, especially in the context of teaching Arabic, can be achieved through various strategies, both through formal education and training and through activities outside the realm of formal education. These activities can be carried out internally through subject teacher groups (MGMP), in schools/madrasas, or held by government and private institutions (Haniefa & Samsudin, 2023).

TPACK's integration in the use of padlet media is:

Technology Integration

The use of Padlet makes it easy to access information and collaboration. Students can contribute in real time, thus increasing active participation in learning. The technology used in Padlet is considered user-friendly, allowing students with various technological backgrounds to adapt quickly.

Pedagogy

Teachers who use Padlet show a change in their teaching approach, moving away from traditional models to more interactive methods. Padlet supports project-based and collaborative learning, where students can provide feedback and ideas to each other. It develops communication and cooperation skills.

Content

Padlets allow teachers to present content more engagingly and interactively. The subject matter can be organized visually, making it easier for students to understand and remember the information. In the analysis of the documents, it was found that the content posted on Padlet is often richer and more diverse compared to the material delivered conventionally.

TPACK Linkage

Research shows that the use of Padlet reflects a good integration between technological knowledge, pedagogy, and content. Successful teachers in the use of Padlet show a strong understanding of how these three components are interrelated. An example is when teachers integrate videos, images, and text into Padlets to support learning of more complex content.

Conclusion

This study shows that the increase in student motivation is very noticeable during the learning process. Students become more enthusiastic and involved in maharoh qiro'ah. The use of interactive Padlets creates a fun learning atmosphere. Students feel more free to ask questions and share ideas. Students feel that the use of learning padlets can be more interesting and not easily bored because they are presented in the form of technological media. There are advantages in the use of padlet media, namely making learning not boring and students more enthusiastic in participating in learning. But besides that, there are also disadvantages, namely sometimes students' cellphones lack support due to memory limitations and students are not connected to the internet network.

By using Padlet as a learning tool, it can provide a more interactive and fun learning experience for students. This study recommends the application of similar methods in other educational contexts to explore the potential of technology in learning.

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