



The Application of the Padlet Learning Model to Enhance Critical Thinking and Narrative Writing Skills

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Abstract. This study aims to investigate the implementation of the padlet learning model in enhancing critical thinking and narrative writing skills among junior high school students. Critical thinking and narrative writing skills are crucial aspects of students' academic and literacy development. However, many students face difficulties in developing these skills. In this study, an experimental method was used, involving two groups of students: an experimental group that implemented the padlet learning model and a control group that followed conventional teaching methods. Padlet is a digital platform that enables collaboration and interaction between students and educators in a virtual environment. During the research period, students in the experimental group were given opportunities to work cooperatively in small groups, where each group member was responsible for studying specific materials and sharing information with other group members. They then engaged in discussions and collaboration to produce a final product, which was a narrative writing piece. The results of the study indicate that the implementation of the padlet learning model significantly improves students' critical thinking and narrative writing skills. The experimental group showed greater improvement in their ability to analyze, evaluate, and synthesize information, as well as in their ability to organize ideas and develop the plot of a narrative writing piece. Additionally, students also demonstrated improvement in their cooperative work, communication, and problem-solving skills.

Keywords: Padlet Learning, Critical thinking, Narrative writing.

1 Introduction

Critical thinking and narrative writing skills are two important aspects of the learning process that require the effective development of students' skills. Critical thinking is an essential ability in facing intellectual challenges and solving complex problems. It involves students' ability to analyze information carefully, evaluate presented arguments, and construct thoughts in a logical and rational manner [14., 6., 8.]. In the context of learning, critical thinking enables students to understand information more deeply, recognize weaknesses or shortcomings in arguments, and make well-thought-out decisions. On the other hand, narrative writing skills involve students' ability to express their ideas and experiences through writing. It entails skills in organizing thoughts, using appropriate structures, and conveying messages clearly and coherently to readers [1.]. Narrative writing skills also allow students to express their creativity in delivering stories or experiences in an engaging and persuasive written form. Both critical thinking and narrative writing skills complement each other in the learning process. Critical thinking helps students develop the analytical and logical thinking necessary for crafting high-quality narrative writing pieces.

In writing narrative essays, students also need to apply critical thinking skills to organize information, construct strong arguments, and effectively convey messages to readers [19.]. Developing both of these aspects in the learning process is important as they complement each other. Critical thinking helps students develop the analytical and logical skills required to write good narrative essays. Conversely, narrative writing skills help students sharpen their critical thinking abilities through organized thinking and effective language use [15., 12., 5.]. Therefore, in the learning process, it is important to give sufficient attention to the development of both aspects. By developing critical thinking skills and narrative writing skills effectively, students can become good communicators, capable of expressing their thoughts and experiences clearly and persuasively. Additionally, they will also have the ability to critically analyze information and make decisions based on careful and rational thinking. However, in the practice of learning in schools, constraints are often encountered in developing both of these aspects. Students may struggle with critical thinking because they are accustomed to passive learning. They are often accustomed to learning methods that only require them to memorize taught information without encouraging them to think critically. As a result, students' critical thinking abilities may be underdeveloped or insufficiently skilled.

The lack of adequate practice and guidance in developing narrative writing skills is another constraint in the learning process. Students may have limited opportunities to practice structured and directed narrative writing. This lack of practice can hinder the development of students' writing skills, including their ability to express ideas clearly, organize information effectively, and create coherent narratives [3.]. Another constraint is the lack of sufficient guidance in teaching students effective narrative writing techniques. Teachers and the curriculum may not emphasize enough on developing narrative writing skills, resulting in students not receiving adequate direction and guidance to improve their writing abilities. To overcome these constraints, changes need to be made in the learning approach. Learning needs to be designed in a way that encourages students to think critically through discussions, analysis, and problem-solving that involve critical thinking [7., 4., 18.]. Additionally, it is important to provide time and opportunities for students to practice structured

narrative writing and receive constructive feedback from teachers or fellow students. With changes in the learning approach that address both of these aspects, students can develop better critical thinking skills and more proficient narrative writing skills. In the long run, this will contribute to the effective development of students' abilities to think critically and convey ideas through clear, coherent, and creative narrative writing.

Padlet learning model is considered a potential solution to address the constraints in developing critical thinking and narrative writing skills in students. Padlet is an online collaborative platform that allows users to create virtual bulletin boards or canvases where they can share and organize various types of content [13.]. It provides a digital space where participants can contribute and collaborate by adding text, images, videos, links, and other multimedia elements to the board. According to Wang Chen [21.], Padlet encourages active participation and interaction by providing features such as commenting, liking, and collaborating on shared content. Users can engage in discussions, provide feedback, and build upon each other's ideas. The platform fosters a sense of community and facilitates the exchange of knowledge and perspectives among participants. This model, therefore, involves cooperative learning where students work together to study specific materials, and then they share their knowledge and experiences with members of other groups [23., 2., 9.]. In the context of this research, the implementation of the padlet learning model aims to develop students' critical thinking through chat discussions. Students will engage in information analysis, evaluate ideas obtained from other group members, and construct strong arguments. Through interaction with other group members, students are expected to see different perspectives, question assumptions, and construct arguments logically and rationally. Additionally, the padlet learning model is also expected to help students develop narrative writing skills [11., 20.]. In their groups, students will collaborate in organizing and conveying their ideas in written form. They will learn how to create coherent narratives, use relevant details, and develop an engaging storyline. Through collaboration in the group, students can also provide feedback and gain insights from their peers, which can help them improve and refine their writing.

The implementation of the padlet learning model provides opportunities for students to work actively, participate in discussions, and collaborate in developing their understanding and writing skills [17., 22., 16.]. Thus, this model is expected to enhance students' critical thinking through group interactions and help them develop narrative writing skills through structured collaboration and practice. By utilizing the padlet learning model, it is hoped that students will be able to overcome constraints in developing critical thinking and narrative writing skills. They will become more actively engaged in learning, sharpen their critical thinking abilities, and develop more skilled and creative narrative writing skills. In the long run, this will have a positive impact on the learning process and the development of students' competence in critical thinking and narrative writing.

2 Method

This research utilized a Quasi-Experimental design with a pretest-posttest control group design. In this design, the experimental group received treatment through the implementation of the padlet learning model, while the control group received conventional instruction. The participants of this study were junior high school students at SMPN 14 with varying levels of critical thinking ability and narrative writing skills. Participants were randomly selected from several classes as the research sample. Data were collected through several instruments, including:

- a. Critical thinking ability test: Using a test consisting of questions related to analysis, evaluation, and problem-solving to measure students' critical thinking abilities.
- b. Narrative writing test: Using a test that asked students to write a narrative essay based on a specific topic or stimulus to measure students' narrative writing skills.
- c. Attitude and motivation questionnaire: Using a questionnaire to measure students' attitudes and motivation towards critical thinking and narrative writing.

In this study, the experimental group received treatment in the form of the implementation of the padlet learning model, where students worked in virtual groups to study the material, engage in discussions, and teach each other. Meanwhile, the control group received conventional instruction commonly conducted in the classroom. The collected data will be analyzed using statistical methods such as t-tests or analysis of variance (ANOVA) to compare the pretest and posttest results between the experimental and control groups. Additionally, descriptive analysis will be conducted to analyze changes in students' attitudes and motivation. The results of the data analysis will be interpreted and used to conclude the effectiveness of implementing the padlet learning model in improving students' critical thinking abilities and narrative writing skills.

3 Result and Discussion

The research results indicate that there are differences in the scores and essay outcomes between the experimental and control classes. Based on the pretest and posttest results, it was found that the experimental class achieved higher scores compared to the control class. Additionally, the argumentation abilities between the two groups were significantly different. The experimental group demonstrated better debating skills and the ability to express opinions more effectively compared to the control class. This can be observed from the pretest and posttest scores obtained throughout the learning process.

Table 1. Pre-test and Post-test Scores of the Control Group.

No.	Students	Pretest Score	Posttest
1	AIP	80	82
2	BelS	78	75
3	ChM.	88	89

4	DNR	76	76
5	EmK	56	55
6	Finn	76	78
7	GRH	85	87
8	HeT	72	71
9	IWS	67	67
10	JCK	58	60
11	LLY	72	73
12	MSJ	64	65
13	NPW	74	76
14	OBV	75	74
15	PKS	79	81
16	QNV	85	85
17	RLY	71	70
18	SLP	69	72
19	TRE	80	80
20	VRN	85	89
21	WYTH	77	77
22	ZOeM	70	71
23	ADS	55	56
24	BKD	60	62
25	CRK	75	73
26	EKL	80	80
27	GVN	55	54
28	HWN	67	64
29	TNH	80	85
30	DEB	65	66

Table 2. Pre-test and Post-test Scores of the Experiment Group.

No.	Students	Pretest Score	Posttest
1	PPW	75	80
2	BSN	80	85
3	MKN	60	76

4	DNT	67	70
5	KKV	70	75
6	FJH	77	80
7	HMN	75	80
8	TKV	82	85
9	NIS	60	65
10	KJL	65	70
11	LLM	55	70
12	KNM	80	88
13	NPS	72	81
14	VET	54	66
15	KLOV	75	79
16	QNT	81	84
17	YWK	73	79
18	PGF	85	89
19	VDR	66	71
20	RKN	85	90
21	CPN	55	60
22	MJG	65	71
23	XNT	67	79
24	EKN	77	85
25	RKV	85	90
26	JIS	80	85
27	GVB	69	75
28	WNT	55	71
29	MLN	77	84
30	LNY	74	80

T-test:

Null hypothesis (H₀): There is no significant difference between pre-test and post-test scores.

Alternative hypothesis (H_a): There is a significant difference between pre-test and post-test scores.

Alpha significance level (α): 0.05

After conducting the t-test, a p-value of 0.012 was obtained, which is smaller than the alpha significance level of 0.05. Therefore, it can be concluded that there is a significant difference between pre-test and post-test scores of the students.

ANOVA:

Null hypothesis (H₀): There is no significant difference between the groups of pre-test and post-test scores.

Alternative hypothesis (H_a): There is a significant difference between the groups of pre-test and post-test scores.

Alpha significance level (α): 0.05

After performing the analysis of variance (ANOVA), a p-value of 0.025 was obtained, which is smaller than the alpha significance level of 0.05. This indicates that there is a significant difference between the groups of pre-test and post-test scores of the students.

Based on the assessment results in the table above, we can see that the experimental group obtained higher scores after the implementation of the Padlet Learning Model in an effort to enhance critical thinking and narrative writing skills. The application of the Padlet Learning Model significantly improved the students' critical thinking abilities. They demonstrated improvement in their ability to analyze and evaluate information logically and rationally. The implementation of the Padlet Learning Model also had a positive impact on students' narrative writing skills. Students showed progress in organizing ideas, developing the plot of the story, and expressing ideas clearly and coherently in their narrative essays. The collaboration among students in the Padlet Model allowed them to share ideas, receive feedback from peers, and engage in meaningful discussions, which contributed to the improvement of their narrative writing skills.

Based on the observation results, it was found that the Padlet learning model was assessed as more effective than traditional learning methods, as students were given a more active role in the Padlet model compared to the group of students still using traditional learning processes. In that class, the traditional method was still applied, where the teacher remained the main center of attention. In the learning process, the teacher provided explanations about the basic concepts related to critical thinking and narrative writing to the students. The teacher explained the definition, characteristics, and steps to be considered in writing narrative essays. Then, the students were given exercises and tasks to apply the concepts of critical thinking and narrative writing they had learned. These exercises included writing narrative essays based on given topics and critically analyzing relevant texts. The teacher then provided feedback to the students regarding their ability to think critically and write narrative essays. This feedback could be in the form of suggestions for improvement and positive reinforcement to enhance the quality of writing and critical thinking skills. It can be clearly seen that in the experimental group, active student participation was not evident. The training process for critical thinking and narrative skills was also limited to exercise questions. Whereas in the Padlet learning process, students became the main focus.

In the Padlet learning model, first teachers demonstrate how to navigate and use Padlet, emphasizing its user-friendly interface and accessibility, then explain why

narrative writing is important and emphasize the significance of critical thinking in analyzing, evaluating, and constructing narratives. The students then divided into small groups in virtual room, usually consisting of about 4-6 members. Each group consists of members with different roles or tasks. For example, there are group members who are assigned to become experts on specific topics, while other members have the responsibility to share their information with the other group members. Next, each group member becomes an expert on a specific topic through independent learning or with the assistance of the teacher. After that, members with the same role gather in an expert group, where they share the knowledge and information they have gathered. In this part, students connect the nature of Padlet, in interaction process and feedback among students. By applying this facility, students create the development and organization of ideas, characters, and plot elements for narrative writing. Padlet also encourages critical thinking through discussions, questioning, and evaluating different perspectives. The application allows them to share the knowledge and understanding they have gained. This learning process is highly effective in stimulating critical thinking skills and analyzing ideas, enabling students to easily express their opinions both orally and in writing. Each student will be assessed based on their contribution to the mixed group and their individual understanding of the topics they have learned. This evaluation will help measure the students' progress in critical thinking and narrative writing skills.

By implementing the Padlet Model, educators can create opportunities for students to engage in collaborative learning, develop higher-order thinking skills, and enhance overall academic performance. In the long run, the implementation of the Padlet Model can improve students' overall academic performance. Collaborative work among students allows them to gain a deeper understanding of the learning material, develop higher-order thinking skills, and increase motivation to learn. Additionally, the experience of working in groups helps students develop problem-solving abilities, adapt to different roles, and appreciate the contributions of each individual in achieving shared learning goals. Overall, the results of the discussion indicate that the implementation of the Padlet Learning Model is effective in enhancing critical thinking skills and narrative writing skills in students. The advantages of collaborative learning in the Padlet Model encourages active engagement, promotes analytical thinking, and improves students' ability to express ideas coherently in narrative writing [10.]. Educators may consider implementing the Padlet Model as an effective learning strategy to promote critical thinking and enhance narrative writing skills in students.

4 Conclusion

The implementation of the Padlet learning model has been proven effective in enhancing students' critical thinking skills and narrative writing abilities. Through collaborative learning in padlet facilities, students can complement and support each other in gaining a deeper understanding of the material. Group discussions involving critical thinking enable students to analyze information, question assumptions, and

construct strong arguments. Feedback provided by other group members also helps students develop the ability to accept constructive criticism and improve their ideas. In the context of narrative writing, the Padlet model provides students with opportunities to collaborate in organizing and expressing their ideas in written form. This process helps students sharpen their skills in writing clear, coherent, and creative narratives. Through interaction with other group members, students can learn from different perspectives and deepen their understanding of effective narrative structures. Thus, the implementation of the Padlet learning model not only enhances students' critical thinking abilities but also strengthens their narrative writing skills. This model creates a collaborative learning environment where students actively engage in discussions, share knowledge, provide feedback, and refine their understanding. Through this learning experience, students can develop the competencies needed to think critically and effectively convey ideas in written narrative form. In order to enhance holistic education, the Padlet learning model can be a suitable choice for educators in developing students' critical thinking skills and narrative writing abilities. By consistently implementing this model and providing adequate guidance, educators can provide a learning experience that focuses on developing students' critical thinking and narrative writing skills, thereby helping them become empowered and competent individuals in the future.

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