

Exploration of the Implementation of Padlet Media in Increasing Involvement and Understanding of Citizens Learning Package B in Indonesian Language Subjects at PKBM Suka Maju Sejahtera Padang City

Ismaniar¹, Rachma Shofy Arnur²

^{1,2} Padang State University

* e-mail : ¹ ismaniar.js.pls@fip.unp.ac.id

² rachmashofy00@gmail.com

Abstract

Non-formal education has a strategic role in increasing access to learning for people who are not covered by the formal education system. One of the main challenges in Package B learning at PKBM Suka Maju Sejahtera, Padang City is the low involvement and understanding of students in the Indonesian language material. This study aims to explore the implementation of Padlet digital learning media in increasing the involvement and understanding of students. This study uses a qualitative approach with a case study method, where data is collected through in-depth interviews, participatory observation, and documentation analysis. The results of the study indicate that the use of Padlet increases the involvement of students through more active interactions, dynamic discussions, and the use of content in various formats that support conceptual understanding. However, the study also found several obstacles, such as limited internet access and lack of digital literacy. Therefore, a strategy is needed to strengthen technological infrastructure and training for tutors and students to ensure the effectiveness of using Padlet in learning. This study recommends a blended learning approach as a solution to overcome limited access and improve the learning experience of Package B residents more comprehensively.

Keywords: *Non-formal education, learning media, Padlet, understanding*

How to cite : Ismaniar, I., & Arnur, R. S. (2025). Exploration of the Implementation of Padlet Media in Increasing Involvement and Understanding of Citizens Learning Package B in Indonesian Language Subjects at PKBM Suka Maju Sejahtera Padang City. *Pedagogi: Jurnal Ilmu Pendidikan*, 25(1). <https://doi.org/https://doi.org/10.24036/pedagogi.v25i1.2492>



Licensees may copy, distribute, display and perform the work and make derivative and remixes based on it only if they give the author or licensor the credits (attribution) in the manner specified by these. Licensees may copy, distribute, display, and perform the work and make derivative works and remixes based on it only for non-commercial purposes

INTRODUCTION

Non-formal education has an important role in improving the quality of human resources, especially for those who do not have access to formal education. Non-formal education is an educational path that is carried out outside of formal education. This education can be carried out in a structured and tiered manner.(Syaadah et al., 2023). Non-formal education is provided for members of the community who require educational services that function as a substitute, supplement, and/or complement.

formal education in order to support lifelong education. Its function is to develop the potential of students with an emphasis on mastery of functional knowledge and skills as well as the development of professional attitudes and personalities.(Sunarti, 2014). Various examples of non-formal education include course institutions, training institutions, study groups, community

learning centers, and religious study groups, as well as similar educational units. Non-formal education includes life skills education, early childhood education, youth education, women's empowerment education, literacy education, skills education, job training, equivalency education, and other education aimed at developing students' abilities. (Article 26 paragraph 3). The function of this non-formal education itself includes developing students' or learners' abilities by deepening the annexation of applicable knowledge and disciplines and escalating professional attitudes and personalities in a lesson.(Aulia & Hadiapurwa, 2023). One of the institutions that plays a role in non-formal education is the Community Learning Activity Center (PKBM) which provides package A, B and C programs as an alternative path to education. One of the educational processes focused here is the package B equivalency education process at PKBM Suka Maju Sejahtera, Padang City. In learning Package B at PKBM Suka Maju Sejahtera, Padang City, it was found that the involvement of students in learning Indonesian is still relatively low. This is evident from the learning outcomes of students studying package B at PKBM Suka Maju Sejahtera, Padang City.

Learning outcomes are a better level of mental development when compared to when not learning. The level of mental development referred to in the types of learning outcomes are cognitive, affective, and psychomotor aspects.(Sugiantara et al., 2024). Learning outcomes are when someone has learned, there will be a change in behavior in that person, for example from not knowing to knowing, and from not understanding to understanding.

The problem that occurs in the low learning outcomes of Package B students at PKBM SMS is caused by one factor, namely less interactive learning media. PKBM must prioritize learning outcomes as the goal and benchmark for the success of the learning process.(Husna & Irmawita, 2021). This is also in line with the opinion expressed by(Nurul Audie, 2019)that To improve the effectiveness of student learning outcomes and efficiency in learning, it is necessary to develop creative and innovative learning media. This needs to be done so that students do not tend to get bored and so that the learning process does not tend to be monotonous and too normative so as not to hinder the transfer of knowledge process. Therefore, the role of learning media is very important in the teaching and learning process so that students during the learning process do not tend to be bored. Cognitive aspects related to knowledge, understanding, application, analysis, synthesis, and assessment. Second, the affective aspect is about attitudes and values. The affective aspect includes five levels of ability, namely receiving, answering or reacting, assessing, organizing and characterizing with a value or complex of values. Third, the psychomotor aspect is about learning outcomes, skills and the ability to act.(Supardi et al., 2015)

The use of learning media is a very important factor in improving student learning outcomes and increasing student motivation to learn, because learning media greatly supports the development of a person's knowledge, especially for students in the learning process.(Harsiwi & Arini, 2020). Media comes from Latin, namely "medium" which literally means middle, intermediary, or messenger. In Arabic, media is an intermediary or messenger of messages from the sender to the recipient of the message. Gerlach & Ely (1971) said that media when understood broadly are humans, materials, or events that create conditions that enable students to acquire knowledge, skills, or attitudes. From what Gerlach & Ely mean, teachers, books, and the school environment are media.(Mardhiah & Ali Akbar, 2018)

The use of learning media can foster students' interest in learning new things in the learning materials delivered by the teacher so that they can be easily understood. Learning media that are interesting to students can be a stimulus for students in the learning process. Management of learning aids is very much needed in formal educational institutions. Learning media can be used as a tool in teaching and learning activities. As a teacher, you must be able to choose the appropriate and suitable learning media to use so that the teaching objectives set by the school are achieved.(Sugiantara et al., 2024)

Padlet media is a digital media that can be used in learning, the purpose of the presence of this Padlet digital media is good for digital collaboration. This makes it easier for tutors to access learners via blended, both online and offline. This is in accordance with the statement from the

Implementation of learning aids that are aligned during the educational process in PKBM can improve the quality of academic achievement of students. Interactive and interesting aids encourage more active involvement of students in the educational process, which sharpens their comprehensiveness of the concepts taught. Evaluations that are carried out routinely provide an accurate indication of the achievement of educational goals and serve as a basis for improving existing educational programs. In line with the statement (Hidayati et al., 2018), in the educational process, a participatory learning approach is needed to produce a higher level of learning, namely by implementing interesting learning aids.

The application of monotonous learning aids results in low participation of students in the educational process. This condition is one of the main causes of unsatisfactory academic achievement, which occurs due to the application of less interesting aids. In fact, the problem of applying learning media is included in external factors that influence the learning achievement of students. In line with the opinion (Agusti, 2022) namely the learning cycle experiences problems with low student learning rates, this is caused by the application of inappropriate learning media. Students will not be able to understand the lesson material thoroughly if they do not fully utilize the available media (Sunami and Aslam, 2021) in Agusti and Aslam, 2022).

From the statement, this study presents a solution as a problem solver in learning that is currently happening in Package B Indonesian Language lessons at PKBM Suka Maju Sejahtera. Based on acquisition observation in Writing in PKBM Suka Maju Sejahtera Padang, the application of Padlet media to the academic achievement of the Package B learning community in Indonesian language learning has a positive effect and can be applied to Indonesian language learning.

Padlet Media is an online education platform that can be applied like Google Classroom, WhatsApp, YouTube, and many more. Padlet is like an online whiteboard that facilitates online learning for educators and students. Here, ideas and concepts can be freely expressed, and educational content can be easily shared. Padlet's excellence is recognized by The International Society for Technology in Education (ISTE), a renowned institution that has assessed the feasibility of learning media. Meanwhile, according to (Type et al., 2022) Padlet is an educational tool or known as a media in web-based learning in compiling ideas and collaborating online. The purpose of applying media in education is so that learning is not boring for participants by providing varied learning media so that learning activities can be more memorable (Vikriani & Natsir, 2023). In connection with this statement, the presence of Padlet is able to help foster interest and participation of the Package B learning community in learning. Strengthened by the statement according to (Khairuman et al., 2022) which supports the presence of padlet, that with the entry of task notes here students are able to insert images, voice, links and videos. Padlet can be defined as a digital whiteboard for online learning that allows students and educators to work together.

METHODS

This study uses a qualitative approach with a case study method, which focuses on in-depth exploration of the experiences of students and tutors at PKBM Suka Maju Sejahtera. The case study method is essentially almost the same as the historical method, only supplemented with systematic observation and interviews. The types of evidence in the case study method include documents, equipment, interviews, observations, and in some situations participant observation and informal manipulation can occur (Sweeney, 2010). Data collection techniques used include: In-depth interviews with tutors and learners to understand their experiences in using Padlet. Participatory observation, where researchers directly observe the learning process involving Padlet. Documentation analysis, including learning materials, assignment results uploaded to Padlet, and learners' reflections on the media. The research participants consisted of 10 Package B learners, an Indonesian tutor, and the manager of PKBM Suka Maju Sejahtera.

RESULTS AND DISCUSSION

Overview of Learning Citizens before using Padlet

Based on the real situation in the field, researchers found a decrease in students' understanding of the material presented by the Indonesian language tutor. This is evident from the low results of students' learning tests, lack of interest in learning such as not being active in discussions and being less skilled in front of the class. When learning is taking place, students are busy playing with their cellphones and chatting with their deskmates. When the tutor asks a question to one of the students, they are silent and do not answer the tutor's question. To obtain more valid data, researchers conducted interviews with several package B students at PKBM Suka Maju Sejahtera, Padang City after the learning process was completed.

From the interview results obtained, a citizen learner stated:

"Before using Padlet, I felt lazy to study, my test scores were always low, I had no desire to study especially in Indonesian language subjects, the reason was because we were told to read and read, write and there was nothing that made studying memorable so it was boring."

A similar opinion was also expressed by package B students

"Learning Indonesian is not an interesting subject for me, because I quickly get sleepy when learning Indonesian, the teacher tells a lot of stories and we are all told to read and take lots of notes, so that makes me bored with this subject."

From the statement, it can be concluded that students are less motivated in the learning presented by the Indonesian language tutor, resulting in low learning outcomes for students due to a lack of understanding of the material presented by the tutor to the students. Based on the statement from the students, it is in line with the opinion expressed by (Agusti & Aslam, 2022) Low motivation in students can affect the improvement of their learning outcomes. This reason strengthens researchers to find solutions to the problems faced by students.

A tutor said

"The use of learning media used during teaching package B students only uses ordinary learning media such as books, whiteboards and markers, no one has tried using other learning media."

The researcher also gave 5 objective questions and 2 essays to 10 Package B students whose purpose was to find out the truth of the students' understanding before using Padlet media in learning. The pretest results obtained were an average of 78.

According to (Minarta & Pamungkas, 2022) Education has an important role in producing a quality young generation. In education, the use of technology is very necessary to support the success of learning. Several things related to education such as methods, media, and learning outcomes greatly affect the success of learning. One way that can be used to increase student motivation is to apply interactive media in the learning process

It turns out that this problem is caused by the use of less varied learning media by a tutor in explaining Indonesian language learning materials to package B students at PKBM Suka Maju Sejahtera, Padang City, so that students quickly get bored in learning and the understanding of the material presented by the tutor is not captured by the students, which has an impact on the low learning outcomes of the students.

In this way, researchers try to provide alternative solutions to the problems faced by presenting Padlet as an interactive, interesting digital learning media that is easy to collaborate with in various aspects of learning. When implementing learning media, it is necessary to pay

attention to various things, such as: the conditions experienced by students, materials, facilities provided, and the abilities of the educator. Educators also need to ensure whether students have fully understood the material or not, in order to ensure an increase in their learning outcomes. This is because the learning outcomes will be used by teachers as a benchmark in evaluating learning objectives. That way, the objectives can be achieved effectively. (Minarta & Pamungkas, 2022).

Overview of Learning Citizens after using Padlet

Padlet is an application Padlet is a free application that can be used to support online learning activities. According to Algraini (2014: 16) Padlet is a free social networking site where everyone can discuss certain topics easily using multimedia elements. According to Erika (2021), Padlet has simple and easy-to-use features for teachers and students, so the teaching and learning process becomes more innovative and interactive. Padlet is a free application that can be used in distance learning which can be illustrated as an online whiteboard. Padlet is an internet-based learning media that functions as a board or place to share information in text, photo, link, video or other content formats in (Satyani & Mindyarto, 2024).

Thus, Padlet is a technology-based learning media that is more interesting and interactive and can be accessed for learning both remotely or near by combining learning (blended) is also possible, so that students can review learning that is left behind from past materials, so students will not be left behind in learning again and there are many other interesting features that can be used.

According to (Satyani & Mindyarto, 2024) the data presentation model is said to be high, if their response frequency is between 8-11 times responding. For the medium category, in the range of 4-7 times responding, and in the range of 1-3 times responding is included in the low category. The results of the data reduction obtained are presented in Table 1.

Table 1. Participation level of residents studying Package B at PKBM Suka Maju Sejahtera Padang City.

Participation categories	Frequency
Tall	7
Currently	2
Low	1
Not Participating	0

After reducing the data on the level of student participation, a comparison was made with the scores of students working on objective questions. The research conducted showed that Padlet successfully improved academic achievement in the Package B learning community in terms of increasing the average number of achievements before (pre-test) and after (post-test) Ta treatment. The average pre-test value (78.4663) > post-test (84.7000). From these results, it can be categorized that students who actively participate in Indonesian language learning have a high frequency, namely 7, while those who participate are moderate 2 students, low 1 and do not participate 0. With an average given post test 84.

Based on an interview conducted with one of the students, he revealed

"I prefer to study using Padlet because I can see other friends' answers. Previously, I felt that studying Indonesian language subjects was boring because I read and wrote a lot, so I got bored. When I met Padlet, I understood. So I can also learn from my friends and it is easier to understand. Learning becomes interesting so I feel enthusiastic about learning."

The next interview also had the same opinion.

"I just found out that using Padlet is that easy, because I have a cellphone so I can learn anywhere and it's fun"

It can be seen from the response of students after using Padlet, they feel that learning Indonesian has become more lively, inspiring enthusiasm and active in learning, so that they have been able to improve the learning understanding of package B students well.

This is due to:

- 1) The interactive and engaging nature of Padlet, Padlet allows students to engage in learning activities by adding content to the Padlet whiteboard, commenting on content added by other students, and discussing with educators and classmates.
- 2) Padlet's ability to present information visually, Padlet is able to encourage students to understand and store information appropriately because the information is presented in a visual and attractive format.
- 3) Padlet's ability to encourage collaboration and communication. Padlet is able to help students to encourage collaboration and communication skills by encouraging them to work with classmates to complete assignments and exchange ideas.

The Effectiveness of Students in Using Padlet Learning Media

Effective is the achievement of the desired goal or result without considering the factors of energy, time, cost, thoughts, tools and other tools that have been issued/used Soekarno K. (1986:42). Meanwhile, according to The Liang Gie (2000:24) in (Julianto & Agnanditiya Carnarez, 2021). From both expert views, it can be interpreted that effectiveness is the achievement of the expected goals very well. Learning media is a suggestion in supporting the success of learning for students, the existence of an android-based learning media application is developed with the aim that students can access and learn materials independently anytime and anywhere. (Sudatha & Tegeh, 2009).

From the results of interviews and observations, it was found that most students felt more motivated and enthusiastic when using Padlet. They considered this platform as an interesting medium because it allows them to discuss, share opinions, and upload assignments in various formats such as text, images, and videos.

A citizen learner stated:

"Before using Padlet, I felt lazy to study, my test scores were always low, I had no desire to study, especially in Indonesian language subjects, the reason was because we were told to read and read, write and there was nothing that made studying memorable so it was boring."

"I prefer to study using Padlet because I can see other friends' answers. Previously, I felt that studying Indonesian language subjects was boring because I read and wrote a lot, so I got bored. When I met Padlet, I understood. So I can also learn from my friends and it is easier to understand. Learning becomes interesting so I feel enthusiastic about learning."

Based on the interview, the researcher saw that there was an interest from within the students and they were enthusiastic and understood the learning with the presence of Padlet as a fun learning media. According to (Simamora et al., 2020) In Slameto (2010), he said that, success in learning is influenced by one factor, namely, the interest in learning factor. Consisting of

Internal factors, namely physical conditions, such as health factors and physical disabilities and psychological factors, such as intelligence, talent, attention, maturity and readiness. External factors, namely family factors, such as how parents educate, relationships between family members, home atmosphere, family economic conditions, parental understanding and cultural background. And school factors, such as teaching methods, curriculum, teacher relations with students, student relations with students, school discipline, teaching tools, school hours, assessment standards above the size of the building condition, teaching methods and homework.

The same reason was also stated by Package B students

"This Padlet is unique, it feels like learning like a game, there are many variations that can be clicked according to the learning that you want to do, the writing and colors are not boring at all, if I fall behind in learning I can look back at the material that I missed."

Based on the statement above, learners are able to use Padlet as an interactive and collaborative learning media and are very appropriate to the needs they want in learning. The use of interactive and practical Padlet media can also increase the learning interest of Package B learners at PKBM Suka Maju Sejahtera. This is in line with the statement according to (Qulub, T., & Renhoat, 2019) In his research, he found that learning Indonesian using Padlet media succeeded in attracting interest and improving students' abilities.

A tutor stated,

"I see quite a big change. Students who are usually passive are now more active in asking questions and giving their opinions." Furthermore, the tutor also said that using Padlet Media is not too complicated to do.

According to the tutor of Indonesian Language study, he saw a change with the presence of Padlet as a learning medium, this can certainly be used as a support as the beginning of the birth of success in learning, especially from the beginning of inactive learners now starting to actively collaborate on the Padlet platform both in conveying aspirations, discussions and providing skilled access in it. The presence of Padlet makes learners involved in learning such as discussions (active questions and answers in the Padlet forum).

The results of the interviews conducted by the researcher with the tutors in the subject area were also supported by (Pratama & Nuryadi, 2022) In the learning process using padlet media, it is very helpful for teachers in conveying information and evaluation. Because padlet functions as a place for discussion, feedback, group work and brainstorming. If researchers observe from other studies conducted by (Mahendro et al., 2023) learning activities and learning outcomes of students increased significantly after implementing the TPACK approach. Obtaining similar results (Lestari, 2018) added that this was motivated by the use of interesting learning media and integrating technology. This opinion is reinforced by (Anwar et al., 2019) Learning media plays a very vital role in the process of transferring knowledge (conveying messages from educators to students) in (Budi Santoso, 2022).

Based on the observation results, the involvement of learners increased significantly after using Padlet. They were more active in discussions, commenting on friends' assignments, and asking questions. This can be seen in the following picture:



Figure 1. Padlet Usage Activity

shows that Padlet is able to create a more participatory and interactive learning environment.

From the aspect of understanding, students find it easier to understand the material because:

1. There is collaboration and discussion: They can read their friends' thoughts and provide responses.
2. Attractive visual display: Information is presented in the form of images, diagrams, and videos so that it is easier to understand.
3. Flexibility in learning: Students can access materials at any time without being limited to class schedules.

When compared to other studies conducted by Ratnasari (2021), padlet applied in the Flipped Classroom learning model in physics learning has an effect on students' high-level thinking skills. Meanwhile, according to research from Rifa'ie (2020), it states that the organization of online classes is arranged flexibly by implementing communication technology support and Learning Management System (LMS). Its implementation is also an effort to perfect learning strategies through Google Forms, Google Classroom, and Hangouts Meet media. Thus, the flexibility of online learning is determined by the success of teachers in choosing independent and effective learning strategies, so that students can participate in choosing their own learning methods. The previous scientific article study did not cover all of the learning value results, explanations regarding practical learning, understanding of the material, access to materials, provision of materials, student learning resources, learning motivation, accuracy with syntax or learning steps, ease of learning assessment activities, detailed discussion of learning effectiveness, and there was no theoretical study from Talcott Parsons with the theory of structural functionalism in (Dutayana et al., 2022).

So, it can be concluded that the implementation of the use of digital media in the form of Padlet as a learning medium is well received by students, especially students of Package B at PKBM Suka Maju Sejahtera, Padang City in the Indonesian Language Subject. In addition, it is proven that the visual and interactive features of Padlet make learning materials easier to understand compared to conventional methods such as lectures or giving written assignments.

Therefore, the use of Padlet-based Digital Learning Media has an effect on student learning outcomes. This can be proven by the results of interviews obtained by students before and after using Learning Media in the Pre-Test and Post-Test. Students of Package B DI PKBM SMS which was used as a field trial in the effectiveness of Padlet media showed an increase in learning outcomes from quite good. This is in line with the opinions of experts on the use of learning media, the function of using learning media in the teaching and learning process is to be able to simplify the presentation of meaning, messages, mandates and information so that it can improve and accelerate the learning process and outcomes (Lusiana & Maryanti, 2020; Mustaqim, 2016). Learning media can attract students' attention, thereby fostering motivation and enthusiasm for learning in students (Syaparuddin & Elihami, 2020).

CONCLUSION

This study shows that the use of Padlet as a learning medium in PKBM Suka Maju Sejahtera has a positive impact on the involvement and understanding of Package B learners in the Indonesian Language subject. With a more interactive and flexible approach, Padlet helps create a more conducive, participatory, and collaborative learning atmosphere.

REFERENCES

- Agusti, NM, & Aslam, A. (2022). Effectiveness of Wordwall Application Learning Media on Elementary School Students' Science Learning Outcomes. *Basicedu Journal*, 6(4), 5794–5800. <https://doi.org/10.31004/basicedu.v6i4.3053>
- Anwar, C., Nugroho, KY, & Nurhamidah, I. (2019). Students' Perception at the Use of Padlet in Linguistics Class. *Notion: Journal of Linguistics, Literature and Culture*, 1(1), 35. <https://doi.org/10.12928/notion.v1i1.714>
- Aulia, WP, & Hadiapurwa, A. (2023). The Influence of Non-Formal Tutoring Education on Children's Literacy Interests. *Indonesian Journal of Early Childhood: Jurnal Dunia Anak Usia Dini*, 5(1), 192–196. <https://doi.org/10.35473/ijec.v5i1.2049>
- Budi Santoso, R. (2022). Utilization of digital learning media Padlet as a learning solution during the Covid-19 pandemic. *Educenter: Scientific Journal of Education*, 1(5), 478–485. <https://doi.org/10.55904/educenter.v1i5.166>
- Dutayana, MK, Mubarak, A., Zuhdi, KN, Avianto, D., & Apriyadi, DW (2022). Strengthening lesson learning through padlet for class XI IPS 3 students of SMAN 8 Malang. *Journal of Integration and Innovative Harmony of Social Sciences (JIHIS)*, 2(8), 792–807. <https://doi.org/10.17977/um063v2i8p792-807>
- Harsiwi, UB, & Arini, LDD (2020). The Influence of Learning Using Interactive Learning Media on Student Learning Outcomes in Elementary Schools. *Basicedu Journal*, 4(4), 1104–1113. <https://doi.org/10.31004/basicedu.v4i4.505>
- Hidayati, A., Setiawati, S., & Sunarti, V. (2018). An Overview of Participatory Learning Strategies in Indonesian Language Learning Activities in Package B Program at PKBM Tanjung Sari, Sawahlunto City. *SPEKTRUM: Journal of Non-School Education (PLS)*, 6(1), 1. <https://doi.org/10.24036/spektrumpls.v1i1.9014>
- Husna, H., & Irmawita, I. (2021). The Relations Between Tutor Learning Strategy With Learning Performance in Equivalency Program Paket B. *SPEKTRUM: Jurnal Pendidikan Luar Sekolah (PLS)*, 9(3), 432. <https://doi.org/10.24036/spektrumpls.v9i3.113782>
- Julianto, B., & Agnanditiya Carnarez, TY (2021). Factors Affecting Professional Organizations: Leadership, Effective Communication, Performance, and Organizational Effectiveness (A Literature Review Study of Applied Management Science). *Journal of Applied Management Science*, 2(5), 676–691. <https://doi.org/10.31933/jimt.v2i5.592>
- Khairuman, K., Zakir, S., Sesmiarni, Z., & Aprison, W. (2022). Online Learning Media Design Using the Padlet Application in Simulation and Digital Communication Subjects at Muhammadiyah Singkil Private Vocational School. *Intellect: Indonesian Journal of Learning and Technological Innovation*, 1(1), 25–40. <https://doi.org/10.57255/intellect.v1i1.16>
- Lestari, P. Yuni. (2018). Padlet as a medium to improve writing mastery of English department students of Uniska 2015-2016. March. <https://doi.org/10.2991/iconelt-17.2018.41>
- Mahendro, G., Lestari, PB, Asih, T., & Hartati, W. (2023). Implementation of Padlet Media in ICT Learning in Improving Learning Motivation of Class IX Students of SMPN 1 Munjungan. *Journal of Philosophy, Science, Technology, and Socio-Culture*, 29, 74–79.
- Mardhiah, A., & Ali Akbar, S. (2018). The Effectiveness of Learning Media on Chemistry Learning Outcomes of Students of Sma Negeri 16 Banda Aceh. *Lantanida Journal*, 6(1), 49. <https://doi.org/10.22373/lj.v6i1.3173>

- Minarta, SM, & Pamungkas, HP (2022). The Effectiveness of Wordwall Media to Improve Economic Learning Outcomes of Students of Man 1 Lamongan. *OIKOS Journal of Economic Education and Economic Studies*, VI (Vol 6 No 2), 189–199. <https://doi.org/10.23969/oikos.v6i2.5628>
- Nurul Audie. (2019). The Role of Learning Media in Improving Learning Outcomes. *Proceedings of the National Seminar on Education, FKIP*, 2(1), 586–595.
- Pratama, NA, & Nuryadi. (2022). “Effectiveness of Using Padlet Learning Media to Improve Student Learning Achievement at SMPN 3 Kembang.” *Journal of Education and Counseling*, 4(4), 320–325.
- Qulub, T., & Renhoat, SF (2019). The Use of Padlet Media to Improve Descriptive Text Writing Skills. *Proceedings SAMASTA National Seminar on Indonesian Language and Literature*, 1(2), 141–146. <https://jurnal.umj.ac.id/index.php/SAMASTA/article/view/7226/4454>
- Satyani, AA, & Mindyarto, BN (2024). Analysis of the Use of Padlet as an Online Discussion Media for Electricity and Magnetism Concepts. *Unnes Physics Education Journal*, 13(1), 53–58. <http://journal.unnes.ac.id/sju/index.php/upej>
- Simamora, T., AHarapan, E., & Kesumawati, N. (2020). DETERMINANT FACTORS INFLUENCING STUDENTS' LEARNING ACHIEVEMENT (Journal of Management, Leadership, and Educational Supervision) P-ISSN: 2548-7094 E-ISSN 2614-8021. *Journal of Management, Leadership, and Educational Supervision*, 5(2), 195–196.
- Sudatha, IGW, & Tegeh, IM (2009). Multimedia Learning Design I Gde Wawan Sudatha I Made Tegeh Department of Educational Technology Ganesha University of Education. 1–104.
- Sugiantara, IP, Listarni, NM, & Pratama, K. (2024). The Urgency of Developing Circle Learning Media to Improve Student Learning Outcomes. *Journal of Digital Literacy*, 4(1), 73–80. <https://doi.org/10.54065/jld.4.1.2024.448>
- Sunarti, V. (2014). The Role of Non-School Education in Disaster Mitigation. *SPEKTRUM: Journal of Non-School Education (PLS)*, 2(2). <https://doi.org/10.24036/spektrumpls.v2i2.5044>
- Supardi, Leonard, Suhendri, H., & Rismurdiyati. (2015). The Influence of Learning Media and Learning Interest. *The Influence of Learning Media and Learning Interest on Physics Learning Outcomes Supardi*, 2(1), 71–81.
- Sweeney, R.D. (2010). Arts, language and hermeneutical aesthetics: Interview with Paul Ricoeur (1913-2005). *Philosophy and Social Criticism*, 36(8), 935–951. <https://doi.org/10.1177/0191453710375592>
- Syaadah, R., Ary, MHAA, Silitonga, N., & Rangkutty, SF (2023). Formal Education, Non-Formal Education and Informal Education. *Pema (Journal of Education and Community Service)*, 2(2), 125–131. <https://doi.org/10.56832/pema.v2i2.298>
- Type, A., Sorimachi, Y., & Iizuka, H. (2022). 反町泰紀 * 1) 飯塚伯 * 2) 筑田博隆 * 2) . 7(2), 499–508.
- Vikriani, V., & Natsir, M. (2023). The Relationship Between The Use Of Media and The Learning Activities of Training Participants at Uptd BLK Padang Pariaman. *KOLOKIUJ Journal of Non-School Education*, 11(3), 490–500. <https://doi.org/10.24036/kolokium.v11i3.692>