

Students' Perspectives on the Use of Padlet as a Digital Platform for Academic Writing in an Indonesian EFL Context

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Abstract

This study explores Indonesian EFL students' perspectives on the use of Padlet as a digital platform for academic writing. A qualitative approach was employed, combining questionnaires, semi-structured interviews, and analysis of Padlet documents. There were 30 university students who were taking academic writing course involved as subjects of this study. The were selected through purposive sampling. The findings reveal that students perceive Padlet positively, particularly for idea generation, peer learning, motivation, and revision support. Challenges include technical problems, uneven participation, limited peer feedback, and anxiety related to public visibility. The study highlights the pedagogical value of Padlet as a socially mediated, collaborative, and process-oriented tool for academic writing, while emphasizing the need for careful implementation and instructor guidance.

INTRODUCTION

Academic writing plays a crucial role in higher education as it is closely linked to the manner in which students develop arguments, interact with sources, structure their ideas, and convey knowledge in a specific disciplinary format. In the context of English as a Foreign Language (EFL), academic writing transcends simple grammar and vocabulary. It necessitates that students grasp rhetorical organization, coherence, cohesion, citation practices, and critical analysis. In Indonesian higher education, this requirement is particularly important, as students are frequently expected to write essays, reports, research proposals, literature reviews, and final assignments in English, despite it not being the language they typically use for academic communication. Research conducted in Indonesia has consistently indicated that academic writing is viewed as a challenging skill due to its combination of linguistic proficiency and higher-order cognitive abilities. Aunurrahman et al. (2017) discovered that tertiary EFL students must possess not only language skills but also critical thinking abilities to create impactful academic texts, whereas Ratnawati et al. (2018) highlighted that academic writing is an essential skill for undergraduate academic work.

Research has highlighted the challenges faced by students in academic writing within Indonesian EFL contexts from various perspectives. Nenotek et al, (2022) found that university

students encountered significant difficulties in formulating thesis statements, developing ideas, creating introductions, writing topic sentences, and proper referencing. Similarly, Asnas and Hidayanti (2024) identified consistent issues in writing structure, idea development, grammar, vocabulary, and adherence to academic conventions, along with emotional challenges such as anxiety associated with producing research-focused texts. Earlier research in Indonesia also pointed out that writing instruction in EFL settings often struggles to progress beyond mere sentence-level correctness to foster more meaningful, genre-conscious, and process-oriented writing development as found by Tampubolon and Suprayetno (2022) on their previous research. These insights indicate that students require more than just an increase in writing assignments; they need educational environments that facilitate drafting, revising, feedback sharing, and reflection in a more interactive and visible manner.

The development of digital technology has created newly fresh opportunities for writing instruction at the university level. Within Indonesian EFL settings, online tools are increasingly renowned as educators and institutions keep trying to establish learning environments that are flexible, interactive, and focused on the student. Research by Cahyono and Mutiaraningrum (2016) indicates that EFL teachers in Indonesia typically appreciate web-based writing instruction for its ability to enhance the quality and volume of writing, promote independent learning, offer greater adaptability, and foster student confidence. This is significant because the development of academic writing is seldom achieved through a single classroom activity; rather, it demands continuous practice, engagement with peers, and prompt feedback. Digital environments streamline these steps by enabling learners to submit drafts, review the work of their classmates, provide asynchronous responses, and look back at previous iterations of their assignments. Ultimately, the value of technology lies not in its modernity, but in its capacity to facilitate the writing process and broaden student involvement. Another study conducted by Tampubolon et al, (2025) also shows that digital technology does not only improve students' learning outcomes but also contributes to the engagement among students during class session.

Among all types of digital collaboration platforms currently available, Padlet stands out for its simplicity, visual interactive layout, and excellent collaborative capabilities. As a shared virtual bulletin board, it can host all types of multimedia content, and adapt to a wide range of collaborative scenarios including brainstorming, drafting, and peer review. This study's analysis of Padlet's application in EFL academic writing is developed through two core theoretical perspectives: social constructivism and collaborative writing. Social constructivism holds that knowledge is generated through interaction, negotiation, and mediated activities, rather than produced in isolation by individuals. When extended to the language learning context, this logic means that students' language proficiency is far more likely to improve when they have opportunities to discuss, compare, revise, and co-construct shared meaning. Previous research corroborates this line of reasoning: this body of work includes EFL writing study conducted on wiki platforms by Wang's (2014), and review of EFL collaborative writing which is discovered by Pardede's (2024). Pardede's review identifies technologically supported collaborative writing as an important yet underexplored direction in the field. The theoretical framework of this study is highly compatible with Padlet, which has three core functions: support for visualized interaction, centralized storage of all student work, and enablement of cross-period learning.

Process-oriented writing is an effective perspective for analyzing academic writing. This framework holds that academic writing is by no means a one-off text production activity, but a recursive process that covers idea generation, planning, drafting, revising, editing, and responding to feedback. Compared with traditional paper-based or one-way classroom models, digital platforms that support posting drafts and leaving comments are far better aligned with this core attribute. Lestari (2025) once integrated Padlet into the framework of sociocultural theory and process-oriented writing, proposing that it can mediate the development of socialized writing in higher education

contexts. Indonesian EFL students not only struggle with the quality of their final written work, but also frequently get stuck in the early stages of writing, including idea generation, argument construction, and linking evidence to their claims. Padlet is uniquely able to address these pain points by externalizing every stage of the writing process.

A previous study conducted by Li (2023) when implementing an online collaborative writing study focused on Chinese EFL learners, using Tencent Documents as the research platform strengthens this rationale. The study found that the participating learners' writing performance, motivation, and self-efficacy all improved. While the platform used in Li's original study differs from Padlet, this type of digital space that supports peer editing and shared creation can foster growth in both writing skills and emotional development. Indonesian EFL learners commonly face pain points that limit their classroom participation: writing anxiety, low self-confidence, and reluctance to share their unfinished work. Low-pressure, highly interactive online environments can shift the classroom's focus from judging final outputs to supporting the writing process, a shift that is especially critical for academic writing, which requires guided repeated practice rather than only one-off error correction.

Naamati-Schneider and Alt (2023) define Padlet as an interactive virtual board that supports collaborative education, while Alhadi and Mugaddam (2024) similarly note that it provides students with a multifunctional environment to easily share their ideas. Academic writing is a task that is first completed through social collaboration before being finalized independently, and Padlet's features perfectly match the core needs of students in such courses: engaging in trial and error, observing peers' arguments, and obtaining feedback.

Recently, numerous empirical studies have confirmed that the Padlet online collaboration tool shows positive effects on writing instruction. Meletiadou (2021) found that Padlet can serve as an electronic portfolio to support the improvement of undergraduate students' writing competence and motivation. A study of EFL learners in Saudi Arabia by Alhadi and Mugaddam (2024) showed that students who used Padlet achieved better writing performance than their peers in the control group, and held positive perceptions of the platform. Lestari (2025) noted that Padlet can integrate collaboration, motivation, and writing development to support process-oriented writing. Novitaningrum et al. (2025) sorted out four major positive perceptions among students: enhanced engagement, boosted self-confidence, support for the writing process, and facilitated reflection. These studies collectively demonstrate that Padlet is far more than a mere content-sharing tool; it can also act as a mediational space that enables students to negotiate meaning and monitor their progress, becoming active participants in writing activities.

Nevertheless, the pedagogical value of Padlet as an online teaching platform should not be overstated. Multiple studies confirm that its application in classrooms faces multiple constraints: Scholar Meletiadou (2023) points out that reliable internet access and supporting technical support are prerequisites for its use; research on online collaborative learning shows that the success of digital platforms depends on three core factors: students' perception of their learning environment, the quality of social interaction, and teacher support; the study by Naamati-Schneider and Alt (2021) clarifies that Padlet can only serve as an auxiliary learning tool, and in academic writing classrooms, it can only deliver meaningful outcomes if it is aligned with clear writing objectives, meaningful tasks, and guided feedback—otherwise, digital activities carried out on it will only remain purely superficial.

This study reviews Padlet-related literature in the field of EFL writing, and finds that while the body of such literature is still in a growth phase, notable research gaps persist: existing research features uneven coverage, most studies focus on areas such as general writing and learning motivation, and very few pay attention to academic writing, even though the complexity of academic writing is far higher than that of general writing and creative writing. Another gap shows that research

into the classroom application of Padlet must adopt a context-sensitive student perspective, that the misconception framing perception research as secondary research must be corrected, that four types of student judgments determine the adoption rate of classroom technologies, and that this research gap urgently needs to be addressed.

Based on the background above, this study is concerned with one broad issue: how students perceive the use of Padlet as a digital platform for academic writing in an Indonesian EFL context. More specifically, the study tries to explore whether students see Padlet as a helpful tool for generating ideas, organizing drafts, receiving peer feedback, revising texts, and participating more actively in academic writing activities. It also seeks to identify the difficulties students might experience when using Padlet, including technical issues, participation issues, or limitations in feedback quality. This focus is relevant because effective writing pedagogy depends not only on the tool selected by the lecturer but also on how students interpret and engage with that tool during the writing process.

METHOD

This study employed a descriptive qualitative design to explore students' perspectives on the use of Padlet as a digital platform for academic writing in an Indonesian EFL context. A qualitative design was considered appropriate because the main objective of the study was not to measure the statistical effectiveness of Padlet, but to understand how students experienced, interpreted, and evaluated its use during academic writing activities. More specifically, this study was framed as a classroom-based qualitative study. It focused on one academic writing class in which Padlet was integrated into writing instruction as a learning platform for idea sharing, drafting, peer response, and revision. This design was selected because it enabled the researcher to investigate the phenomenon in its natural instructional setting.

Research Setting and Participants

The study was conducted in an Indonesian higher education setting, Universitas Timor, specifically English Education department where academic writing was one of the courses in the ongoing curriculum. There were 30 participants selected as the subject of this study. They were chosen because they enrolled in academic writing course and had experiences in using Padlet as a form of digital platform to support the academic writing course. The participants were selected using purposive-sampling technique, which is commonly used in a qualitative research when participants are selected because they have experiences relevant to the phenomenon being studied (Campbell et al, 2020).

To collect the data, this study used three instruments; questionnaire, semi-structured interviews, and document analysis of students' Padlet posts. The questionnaire was used to gather general responses from all participants regarding ease of use, usefulness, engagement, collaboration, feedback, and challenges encountered when using Padlet for academic writing. Interviews were conducted to explore participants' experiences in greater depth and to clarify issues that could not be fully captured through questionnaire responses. Semi-structured interviews were chosen because they provide a balance between consistency and flexibility. And document analysis, specifically students' written posts, comments, and interactions on Padlet during the academic writing tasks was the third source of data. These documents served as supporting data to see how Padlet was used in practice and to compare students' reported perceptions with their actual participation patterns.

Data Analysis Procedures

The data sources for this study included questionnaires, interviews, and Padlet documents. Corresponding analysis methods were matched to each data type: Responses to closed-ended questionnaires were analyzed using frequency and percentage statistics to sort out trends in students' answers. This analysis is only used to present a general overview of students' attitudes toward Padlet, and no causal inferences will be drawn from it. Open-ended questionnaire responses, which serve as qualitative feedback, were combined with interview data and Padlet documents to conduct thematic analysis. This combined analytical method has been previously applied in EFL classroom research by Suparmi (2022), as it can improve the coherence of the interpretation of perceptual data, while strictly abiding by the norms of empirical research.

This study adopts the standardized thematic analysis procedure proposed by Braun and Clarke (2006) to process two categories of research materials: interview transcripts and Padlet digital resources. This method can identify and organize repeated meaning patterns in qualitative data, and its flexibility supports systematic coding and thematic extraction. It is a commonly used method in educational qualitative research, and in recent years it has also been applied to relevant studies in the EFL field that explore teachers' and students' views on digital learning and writing practices.

This study conducts analysis following the six-phase thematic analysis process for qualitative research: first, the data were repeatedly examined according to the types of original raw data—interview transcripts, open-ended questionnaire responses, and documents from the Padlet platform—to get familiar with the dataset. Next, initial codes were generated which aligned with students' perspectives, which covered five categories of concrete examples including ease of use, support for creative generation, and peer learning. The similar codes then were merged to produce overarching candidate themes, and verified the fit of these themes with both the coded data segments and the full dataset. After that, each theme was defined and named accordingly. Finally, the themes were interpreted which had relation to the study's research questions and connected them to relevant existing literature.

FINDINGS

The findings of this study are organized into four major themes, namely students' general views toward Padlet, the perceived benefits of Padlet for academic writing, the perceived challenges in using Padlet, and students' preferences for future use. These themes were generated from the analysis of questionnaire responses, semi-structured interviews, and students' interaction records on Padlet, as explained in the Method section. Overall, the findings indicate that students tended to view Padlet positively as a supportive platform for academic writing, although they also identified several technical and pedagogical limitations that influenced their experience.

Students' General Views toward Padlet

The first theme that was extracted from the data concerned students' general views toward Padlet. Most participants perceived Padlet as an accessible, interesting, and helpful digital platform for writing activities. Based on the questionnaire responses, the majority of students reported that Padlet was easy to access and relatively simple to use during academic writing tasks. They stated that the platform allowed them to upload their writing, read classmates' work, and respond to comments without facing major procedural difficulties. This overall positive impression was also reflected in the interviews, where many students described Padlet as practical and visually clear.

Several students shared that Padlet felt different from traditional writing tasks as it provided a collaborative writing environment. Rather than submitting an assignment solely to the instructor, they could share their thoughts on an open class board and observe how others improved their writing. This aspect fostered a greater sense of involvement in the class's writing activities. For some, Padlet

made writing tasks seem less tedious because the platform presented entries in a more engaging and structured manner. They also valued that all contributions from the class could be accessed in one location, enhancing the transparency of the writing process.

Through student interviews, it was found that the interviewed students generally linked Padlet to flexibility: they could access its whiteboard both inside and outside the classroom, and review peers' perspectives and feedback at their own self-planned pace. This flexibility aligns with the core requirement of securing sufficient reflection time before revising academic writing. Some interviewees noted that Padlet's written responses are stored and accessible for later viewing, which supports this need better than traditional in-class discussions. This study concludes that students view Padlet as a digital environment that supports full participation throughout the entire writing process, rather than merely a platform for submitting assignments.

Although overall evaluations of the platform were largely positive, students' level of enthusiasm for it fell into clearly separate levels: highly active students recognized its motivational and collaborative attributes; some less active students acknowledged its practical utility but reported feelings of discomfort while using it; a small number of students hesitated to engage with the tool at first due to its public content feature, and their concerns dissipated after they began using the platform. Students' attitudes toward Padlet were jointly shaped by four factors: the platform's inherent attributes, users' familiarity with the tool, individual self-confidence, and the tool's degree of compatibility with the classroom context.

Perceived Benefits of Padlet for Academic Writing

The second theme focuses on students' understanding of the benefits that can be achieved by using Padlet for academic writing. Making sense of the data led to a sibling set of subthemes: idea generation support, peer learning and feedback facilitation, motivation and engagement increase, and written work revision / organization aid. Many students commented that Padlet developed their initial ideas and demonstrated diversity of thought, addressing the common struggle of starting and structuring work as writers. With other students ideas displayed, they could compare and contrast their own thoughts to dig deeper into ideas, showcasing that Padlet was a tool for collaboration and not just static thinking.

Students also commented positively on gaining insights and getting feedback through Padlet from their peers. It gave them more time to comment on the drafts of their classmates than they would have had in a face-to-face interaction, feeling able to create thoughtful responses from behind a device instead. They also gained understanding about how their readers were interpreting their writing through peer feedback on identifying grammar problems, unclear sentences, and structural weaknesses. Also, peer assessment was found to increase students awareness of academic writing standards and providing feedback often improved their writing. The platform was collaborative in nature, which exposed us all to various writing styles and methods of organization.

An additional prominent benefit students reported was greater levels of motivation and engagement. The visual layout of Padlet and interactive nature of the posts themselves—especially with seeing them publicly or from others in your group—prompted engagement, making writing tasks seem more enticing than other, traditional assignments. Because work was visible to their classmates and lecturers, students felt a sense of responsibility and worked harder, while the asynchronous format helped quieter students offer thoughtful contributions. Document analysis showed active student posting, commenting, and revising so Padlet provided what seemed to be authentic writing process engagement as opposed to mechanical task completion.

Perceived Challenges in Using Padlet

While generally positive, students also recognised there were challenges associated with using Padlet for academic writing. These challenges can broadly be divided into three categories: technical issues, inadequate quality of peer feedback, and questions related to confidence and participation.

The first challenge was technical, in particular shady internet access. Multiple students commented that poor connections made it difficult to launch Padlet correctly, upload their writing, and read others' posts without losing context. Others faced delays while submitting comments or opening the board from mobile devices. Despite Padlet being rather easy to use, several students required time getting used to the functionalities of Padlet especially if they needed to create a post, edit it and comment on the same board. This would imply that the success in using Padlet depends on both the platform as well as students' digital readiness together with clear directions from the lecturer.

The second challenge was that peer feedback tended to be too short or general for supporting improvement on writing. Instead of providing detailed feedback on organization, cohesion, or the development of an argument, a few students merely responded with vague expressions like "good" or nice. This was associated with uncertainty or lack of confidence in providing appropriate academic feedback as well as assessment of peers' English writing. Also, some students remained in a micro-level putting focus on grammar abilities rather than larger writing aspects.

The third concern was confidence — some students did not want to share drafts publicly because they were scared of being judged when it came to grammar, vocabulary or ideas that may have been incorrect. This discomfort reduced over the course of time for some needs, but engagement was not universal — which highlights that access to Padlet does not equal engagement.

Students' Preferences for Future Use

The last theme relates to students' willingness to use Padlet in future academic writing lessons. Generally, the participants demonstrated an overall desire to use Padlet again as long as it was implemented in an organized and purposeful manner. Students did not generally reject the platform. Alternatively, they argued for improving its use so that it better supports their writing needs.

It has become more interactive and collaborative for writing with Padlet, many students said that Padlet should always remain in place. They appreciated seeing classmates ideas, and was able to comment back and forth as well as go back to comments before revising their drafts. A few participants suggested that Padlet should be used for more than just posting a final answer and encouraged use of Padlet in the early stages of writing such as brainstorming, outlining and receiving preliminary feedback. Indicates that Padlet was favored by students as a process tool more than purely a submission tool.

Conversely, there were some suggestions for improvement. A common recommendation, for example, was for lecturers to give clearer writing-guidelines on how to contribute meaningful peer feedback. Many students said Padlet could feel more effective if they were provided with guidance to comment on specific areas of their writing such as thesis statement, organization, evidence, grammar or vocabulary. One other suggestion for improvement was to make lecturers check attendance better since not all students participate actively. Other participants suggested using Padlet as an additional digital tool, paired with direct explanation in class to supplement and clarify the digitally generated content.

Some students emphasized the need for better technical readiness in terms of reliable internet connection and a flow covering what to expect before full rollout. These comments indicate that students were not just reflecting on Padlet from the perspective of a user, but they were also critically assessing how Padlet could be further improved for writing class in the future.

DISCUSSION

This current study aim to find out students perceived on the use of Padlet, a digital platform for academic English writing in Indonesian EFL context. The results demonstrate that the students had a positive experience from using Padlet, and found it beneficial for stimulating ideas, peer learning, engagement and revising. At the same time, they also reported several challenges such as interrupted internet access, uneven participation, feedback being limited to just one teacher reply and anxiety surrounding having their writing published publicly. These results can be further explicated when linked to the theoretical and empirical basis put forth in introduction. The findings are of most relevance to social constructivism, collaborative writing, and process-oriented writing as three important constructs for interpreting students' academic writing experiences mediated by Padlet in particular.

Padlet as a Socially Mediated Learning Space

One of the clearest findings from this – or in fact, any study — is that students saw Padlet as not so much a space where they submitted writing but rather a shared digital space where they read other ideas and could compare responses made to their own drafts. This finding is consistent with the social constructivism view that learning develops through interaction, negotiation and participation in socially mediated activity. Viewed from this perspective, writing is not merely a process of an individual author constructing their text. It is also formed by your exposure to the ideas, reactions and expressions of others.

This constructivist perspective is well reflected in students reports that Padlet helped generate ideas when reading classmate posts. The writing process did not happen in a vacuum. Rather, this was affected by the class community and how I saw peers contribute out in the open. This is aligned with the viewpoint Wang (2014) proposed that digital collaborative environments are conducive to interaction and language development, as they can lead learning to be participatory and grounded in social contexts. Padlet performed this role in the current work by giving students access to multiple examples of topic development, argument construction, and written expression together in one location. This helped students navigate between uncertainty and higher clarity when forming their own ideas.

These findings also indicate that using Padlet in the classroom enhanced the dialogic nature of writing. Rather, students didn't write only for the lecturer. They were writing in front of a peer audience that they could see. Apparently, this feature transformed the way they saw writing in the classroom. They experienced writing not as a solitary task that is later corrected by the teacher, but rather as a more open and interactive process. It is important because social constructivist theory assumes that knowledge becomes augmented when learners engage with the perspectives of others. This kind of engagement happened here by virtue of reading, commenting, revising and comparing in relation to the layout provided for them via the Padlet board.

Simultaneously, the findings also suggest that simply socialising is not sufficient. Their writing was made public, which caused some students to feel hesitant and anxious. So, this suggests that social mediation can aid learning but it is also creates a pressure situation when students feel linguistically vulnerable. In the Indonesian EFL context where many students are still not confident enough to start academic writing, public participation can to some degree be inspiring and also frightening at the same time. This result would imply that the learning space where learning is to be constructivist must also tap on psychological support. The platform can provide interaction but the lecturer is key in establishing a classroom climate where students feel comfortable sharing drafts which are incomplete and making mistakes as part of learning.

Padlet and Collaborative Writing in Academic Contexts

The second key finding from the results is that Padlet was a full catalyst for the collaborative writing process, particularly in peer learning and peer feedback. Students indicated that they learned from reading what classmates had written, receiving comments on their work, and thinking about how others responded. This result corroborates with studies on collaborative writing in EFL contexts, which purports that learner interaction enhances writing as learners co-construct meaning and feedback across the writing process between each other. Pardede (2024) believes that collaborative writing is rooted in the principles of constructivist learning and present great promise for EFL context, particularly when integrated/use with digital tools.

The current results support this perspective. Padlet seemed to facilitate collaborative writing not by indexing a joint text written together among students, but by enabling them to perform within an interactive environment of writing. By reading peer work they learned from one another's strengths and weaknesses, acquired different modes of expression for their ideas, and became more mindful of writing conventions. The interviews indicated that students did not simply receive help from comments intended for their writing. They also learned through indirect means like reading the answers that were posted for others. Such distributed learning is a key ingredient of collaboration because knowledge flows across the group rather than getting stuck on just one teacher-student cycle.

A key point as well is peer feedback on Padlet helped students to be more reflecting reading of writing. Multiple participants stated that when they opened the writing of their classmates and commented, these readers became aware of the same problems in their own writing. This reflects the fact that giving and receiving feedback through collaborative writing is equally productive. Playing the part of reader and reviewer tuned students' ability to know what clear organization, adequate support, or problematic language use looks like. From that point of view, Padlet enabled them to widen their horizon with regard to academic writing away from the individual texts.

But the results also provide one significant warning. Padlet created opportunities for feedback from peers but not all feedback was equally useful. Other comments were either too brief, vague or treated like it was merely commenting on an Instagram post. This suggests that having a digital commenting functionality is not a sufficient condition for productive Jigsaw writing. The value of collaborative work is contingent on (a) student feedback literacy; (b) student content and confidence; and (c) knowledge of what constitutes good academic writing. This finding is significant because it illustrates that while technology helps by enabling collaborative interaction, but cannot serve as a replacement for pedagogical scaffolding. There are models, criteria and practice necessary for students to provide effective feedback if they are expected to do it. So you have to treat the collaborative potential of Padlet is conditional and not inherent.

This is especially relevant for academic writing classes. And academic writing is completely different from simple opinion writing because it involves proper attention to structure, coherence, argument development, citation and formal language use. Lots of students still not ready to comment on these things in detail. This can cause them to stick with simple support rather than solid advice. Hence, the results indicate that Padlet could serve as a collaborative academic writing platform provided that lecturers scaffolded the peer response process. This could include suggestions for feedback prompts, a rubric to use with motivation strategies, or examples of constructive comments.

Padlet and the Process-Oriented Nature of Academic Writing

The results equally further support the relevance of a process oriented view on writing. Students indicated that Padlet was useful for brainstorming, creating drafts, getting feedback and revising. This is significant because the process writing theory considers writing as being more recursive than linear. Writing well, hardly ever occurs in the first pass. It develops via cycles of

planning, composing, reviewing, and revising. This recursive process is crucial in academic writing which requires students to refine not just language but ideas, organization, and argumentation as well.

These findings imply that Padlet enabled this recursive activity in constructive ways. It made visible early-stage thinking. Students were able to post initial thoughts and then see how others tackled the same or adjacent issues. It helped them get from somewhat murky thoughts to much more directed writing. Second, it saved comments and drafts together so that students could return to feedback while revising. Many of the participants also mentioned that they reread comments and used them to guide revisions of their texts. This demonstrates that Padlet was not only for instant classroom interaction. It also advocated for staving off reflection, which is an essential element of the writing process.

This finding supports Lestari (2025), who claim that Padlet provides assistance as mediational tool in process-oriented EFL writing. In the current study, students liked how the platform provided a way to return to the writing process instead of having it be finished after submission. This has pedagogical significance because one of the perennial problems with student writing is that the authors devote door to scrutiny on revision. Students write a text, hand it in, and move on in many classrooms. In contrast, Padlet seems to have fostered a revision culture that is more public and interactive.

The same results also proved that Padlet gave clearer ideas to some students. Because they could display their writing in front of the group and read the peer responses, you became more conscious of whether or not their arguments were readable and ordered logically. What makes organization especially important is that it is a central feature of text quality, especially in academic writing. The realization by students that Padlet aided their revision and organization suggests the benefits of this platform lie in potentially revealing aspects of writing that are often invisible with traditional submission systems.

Motivation, Visibility, and Digital Engagement

A further key finding was that students frequently felt more motivated and engaged when using Padlet. Many of the participants indicated that it is more engaging than standard writing tasks and highlighted how making their writing public resulted in greater dedication to the activity. This result aligns with previous research that digital writing platforms can enhance motivation, engagement and confidence. For instance, Meletiadou (2021) conducted higher education research demonstrating that Padlet scaling-up students use could facilitate writing motivation for undergraduate learners, and Li (2023) found democratic teaching systems such as online collaborative writing would promote the growth of two important factors, namely motivation and self-efficacy in writing.

Live audience was one of the possible sources of motivation as evident from the present findings. Students were aware that their writing would be read, not just by the lecturer but their colleagues. This appeared to enhance their responsibility and effort. Being aware of the audience when doing academic writing is critical because it helps students be more concise, relevant, and persuasive. It seems like Padlet has moved audience from the past to now Students were not writing in a vacuum. They wrote into a shared space of classroom discourse.

Whereas, simultaneously, this same visibility also exerted pressure on some learners. Less confident students feared making mistakes in front of other pupils This dual effect is important. Visible visibility can inspire and encourage but it can also exacerbate writing anxiety. So Padlet might intensify engagement but not always for all learners the same way. Public writing might be experienced as an opportunity by students who are more confident, but by less confident students it is seen as a risk.

This tension is highly relevant within EFL academic writing in Indonesia. Pedagogically, this suggests that lecturers must regulate visibility. They present revisions as normal, reframe early drafts as not an irreversible assessment of a student's abilities, and develop a culture of respectful feedback. Under these conditions a tool like Padlet can help facilitate engagement. Without these, it may reinforce comparison and self-consciousness among weaker writers.

Challenges as Pedagogical, Not Merely Technical, Issues

While students pointed to factors like unstable internet connection and temporary difficulties in using the platform as technical issue. However, the data show that more important challenges were not solely technological. They were also pedagogical. Limited feedback quality, uneven participation, and low confidence all suggest that meaningful use of technology is linked primarily to how the tool is taught in class (i.e. guided and supported).

This has been particularly true of the internet access lying at high significance level in Indonesian context. It hinders students from participating effortlessly and it can diminish the practical advantages of digital platforms. However, the results indicated that despite students being able to access Padlet, they learned with varying degrees of success depending on instructional supports. If students did not know how to give descriptive feedback, then merely having the commenting feature would not allow for meaningful collaboration. Again, both experiences were not without their challenges: For instance students who sat down at the board did not always collaborate in an equal fashion (students that are less confident about English may not have spoken more even if they had access).

These results validate the argument in the Introduction that digital tools should not be treated as stand-alone solutions. Padlet-mediated learning involves engagement, collaboration and user experience (Naamati-Schneider & Alt, 2023) which is certainly an indicator of what was also seen in earlier literature on technology-enhanced writing where successful digital platforms require design and facilitation. The present study confirms this. While Padlet itself had powerful affordances for students, the ways those affordance were structured in the classroom led to student experience.

Relevance to the Indonesian EFL Context

These findings are especially meaningful when compared with the Indonesian EFL context presented in the Introduction. Previous research has demonstrated difficulties in idea development, organization, grammar and vocabulary, referencing and academic conventions among Indonesian EFL teachers (e.g., Tampubolon and Suprayetno (2022)). However, the present findings imply that Padlet has the potential to ameliorate some of these challenges: particularly those surrounding idea generation and revision, as well as peer-supported learning. Students said that reading peers posts provided inspiration, comments guided them in revision, and the shared board made writing more collaborative. These results are significant since they pertain to some of the areas where Indonesian EFL learners have been reported to face difficulty.

At the same time, the study also presents typical givens in many classrooms across Indonesia including digital inequities along with different confidence levels as well as requiring strong instructor support. This would mean that the position of Padlet must be perceived moderately. It does not replace good writing instruction. It is definitely a tool that could enhance our writing instruction if used mindfully. In our setting in Indonesia where academic writing is hard and classroom time may be at a premium, Padlet can facilitate more extensive writing interactions beyond the classroom and increase the visibility of the writing process. And, yet, it is still subject to institutional readiness, student digital readiness, and pedagogical models adopted by lecturers.

CONCLUSION

This study investigated the viewpoints of Indonesian EFL students on using Padlet as a digital medium for academic writing. The results show that Padlet was generally perceived positively by students, along with some benefits for their writing process. These benefits consisted of support for idea generation, increased motivation and engagement, opportunities for peer learning and feedback, and assistance with revisions and organization of academic texts. Meanwhile challenges were reported such as technical issues, lack of equal participation, limited insights in the feed-back from peers and anxiety connected to writing e-publicly.

These findings lend theoretical support to social constructivism, collaborative writing and process-oriented writing in relation to the pedagogic significance of Padlet. Padlet served as a social-mediated learning space for students, in which they expressed themselves, exchanged ideas and co-constructed knowledge. Collaborative practices, peer feedback and reflection and recursive writing processes such as brainstorming, drafting, revising, re-reading (ideate-process) were supported by it. However, the study points out that Padlet is not automatically effective. Structured implementation in the classroom, guidance on feedback practices and supportive facilitation from lecturers determine its pedagogical impact.

This research provides some pedagogical implications. For the first, lecturers may adapt Padlet when teaching academic writing to support a more specific and collaborative learning environment alongside more reflective. It can especially be applied for displaying drafts, structuring ideas and encouraging peer interaction. Second, there should be explicit guidance from lecturers on how it is best to use and not utilize it, modelling specific feedback strategies to give constructive social presence reinforces the need for all students in a class to actively engage with one another. Lastly, if there are technical issues these should not be an impediment to engagement or learning outcomes, and so adequate digital infrastructure and support need to be in place.

This study also has limitations. The study was conducted in a single class at one university in Indonesia. Student perceptions were assessed in the present study, but direct improvements in writing performance were not measured. Second, the data depended upon participants' self-report and observation of Padlet usage by peers, which may have been affected by their social desirability or titration to the platform.

To sum up, Padlet proved as an alternative teaching media that potentially improve the academic writing in Indonesian EFL classroom. With thoughtful implementation, it can facilitate collaboration, engagement and writing by process. Despite the challenges, however, the general positive impressions of many students mean that digital platforms like Padlet can be a key part of modern language education moving forward — as long as these are matched with appropriate design and teacher facilitation.

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