

## The Effectiveness of Padlet Media in Improving the Competence of Writing Biography Texts for Students in Class X-2 at SMA Muhammadiyah 4 Surabaya

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Abstract	Article Info
<p>The use of appropriate media is a crucial factor in enhancing students' writing skills, particularly in composing biographical texts. Effective media not only facilitate student engagement but also support the construction of coherent and compelling life narratives. This study aims to examine students' attention levels and evaluate the effectiveness of Padlet as a digital learning medium in improving students' competence in writing biographical manuscripts. A pre-experimental design with a one-shot case study approach was employed, involving 24 students from Class X-2 selected through cluster sampling. Data were collected using observations and questionnaires, and analyzed through both descriptive and inferential statistical methods. The findings reveal two key outcomes: (1) student attention during the learning process was notably high, with observed activity increasing from 87.92% to 99.33%, supported by a normality test significance value of 0.083; (2) the use of Padlet proved significantly effective, as evidenced by a calculated t-value of 47.54, which far exceeded the critical t-table value of 2.068. These results suggest that Padlet is a valid and effective medium for supporting the teaching and learning of biographical writing. This study contributes to the growing body of research on digital media integration in language learning by empirically demonstrating that Padlet enhances student engagement and writing competence. It provides practical insights for educators seeking innovative tools to improve writing instruction, especially in the context of biographical texts. Moreover, the study reinforces the pedagogical value of interactive platforms in fostering active learning and higher-order thinking skills in secondary education.</p>	<p><b>Article History</b>  <i>Received :</i>  <i>February 05, 2025</i>  <i>Revised :</i>  <i>May 13, 2025</i>  <i>Accepted :</i>  <i>June 29, 2025</i></p> <p><b>Keywords:</b>  <i>Padlet Media,</i>  <i>Writing Biography</i>  <i>Texts,</i>  <i>Writing Skills</i></p>
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## INTRODUCTION

Writing competence is a vital component of language skills for students to have in addition to listening, reading, and speaking (Sukirman, 2020). This skill is not just word stringing, but structurally organizing ideas to express thoughts and feelings. In practice, there are scopes that need to be considered for acceptance, namely diction, spelling, punctuation, cohesion, and coherence. Through this scope, harmonious works are created. According to Utami et al. (2023), creating harmony in writing requires consistency in practice and sustainable practice. Consistency starts from structuring ideas so that the message can be conveyed effectively to the reader. This success depends on the commitment to continue the process of developing writing skills.

One of the writing competencies that students concentrate on in Indonesian learning is biographical texts. According to Mafrukhi et al. (2021), a biographical text is an essay that tells the story of a character based on facts to be emulated. The narration

presents information about the background, achievements, challenges, and values upheld by the characters. The presentation of information encourages readers to draw lessons and inspiration from their life stories. In line with this idea, Sari et al. (2019) emphasizing the importance of biographical texts as a means to document the story of characters in written form. The narration is carried out systematically to detail the contribution and influence of these figures on society. Through this approach, the information presented becomes more structured and easy to understand. This allows readers to know more about the character's background and achievements. That way, an example of positive values is created in the life story of the characters presented.

However, in mastering writing competencies, not all students get breadth in writing (Ulandari et al., 2023; Fatmawati et al., 2024). This is due to the difficulties faced, such as limited reading materials and sources. Difficulties bring the scope of writing and ideas do not develop in students' writing. As a result, the work presented is not optimal. In addition, there is a side of the author's figure that also plays a role in determining the quality of writing (Sarimanah & Nashir, 2021). A writer who has a deep knowledge of his subject is not only able to convey information clearly and interestingly, but can also build an emotional connection with the reader. Thus, the author's side of the figure contributes to a depth that is able to inspire and arouse thoughts.

Furthermore, the problem of writing competence, especially biographical texts, was experienced by students in grades X-2 of SMA Muhammadiyah 4 Surabaya. Based on the results of observation, it was found that the factors that cause students' difficulties are a lack of interest and understanding of the characters written and a lack of understanding of the proper writing structure. Students often find it difficult to compile information systematically and interestingly, so that the results of writing tend to be flat and ultimately do not arouse the reader's interest. In addition, the lack of examples of good works to be used as a reference also hinders students' creativity in imagining and exploring different writing styles. This shows that a solution is needed to solve the problem. One of them is through the use of media in learning to improve the ability to write biographies in students.

Media in learning is a means of connecting the integrity of information between teachers and students (Arifannisa et al., 2023; Buaja et al., 2024; Rizky et al., 2024). Teachers can communicate the material clearly and easily understand, while students can access information interactively. This not only fosters understanding of concepts, but promotes active engagement in the learning process. Thus, educational media plays an important role in creating a turbulent and productive learning environment. The learning environment can be formed through the stimulation of cognition and proficiency in the learning process through the right learning media (Syarifuddin & Utari, 2022; Putra 2024; Swimbawa & Lemy, 2024; Andriani & Zuniati, 2024). When students engage with material through various forms of media, cognitive processes are more active thus facilitating deep understanding and fostering critical thinking. In addition, practical skills are honed through simulations relevant to real contexts. Through this combination, it increases the effectiveness of learning in totality.

There are media that can be applied in presenting meaningful learning about writing by utilizing Padlet. According to Fitriani (2021), Padlet is a digital visualization platform in the form of a board as a forum for pouring ideas, as well as information creatively and collaboratively. With a user-friendly interface, users can easily add text, images, videos, and links in one place. That creates an interactive space for discussion and brainstorming. In line with this view, Alghozi et al. (2021) explained that Padlet is related to Padlet as a provider of collaboration devices with two utilization mechanisms,

namely free and paid. With its rich features, Padlet makes users innovate in the production of different types of content. The free version provides certain limits in terms of the number of boards and collaborators, while the paid version provides extensive access with additional features, such as higher privacy, analytics capabilities, and large capacity in various contexts.

The use of Padlet as a learning medium has shown a positive impact. Here are three relevant studies. *First*, Purba et al. (2024) use Padlet in the explanatory text. The influence of media on the writing competence of grade VIII students was obtained by the design of a pretest and posttest of one group. The conclusion of the acquisition is proven through three types of testing applications, namely, hypothesis, homogeneity, and normality. *Second*, Sudirman et al. (2025) tested the effectiveness of Padlet in procedural texts. This test involves class VI based on the design of an unequal control group. The results of the consistency of students' understanding of the text that had an impact on the production of writing were achieved. *Third*, Chamidah (2022) combines Padlet with Canva. This serves to know that there is an improvement in writing skills. However, the study was in the form of a literature study, in contrast to the two previous researchers who were comparators. In addition, checking the effectiveness of Padlet media when applied to biographical texts for writing competence.

Based on the exposure of relevant research, it appears that the diversity of implementation of Padlet on Text is visible. In this study, the researcher was captivated to make innovations in the implementation of Padlet learning. Innovation is carried out to meet the need to improve the competence of writing students' biographical texts, especially in the digital era which requires adaptation of innovative learning methods. By utilizing Padlet media, this research is expected to provide new insights into the effectiveness of learning tools in increasing students' interest and attention, so that the teaching and learning process becomes more interactive and effective. There are elements of novelty as a differentiator from research, namely 1) the location of the research at SMA Muhammadiyah 4 Surabaya, 2) the type of text as material is a biographical text, 3) the design goal with a one-shot case study, and 4) the focus of the research on attention and measuring effectiveness. This study focuses on measuring students' attention during the learning process of biographical texts using Padlet as a learning medium. Accordingly, the objective of this research is to assess students' attention and evaluate the effectiveness of Padlet in enhancing students' writing competence in studying biographical texts.

## METHOD

This research is an experimental type. According to Ibrahim et al. (2018), it is related to experimental research that is tasked with testing hypotheses through the observation of the specified treatment. Based on observations, the identification of causes and effects between variables is then carried out. The results of the identification in the form of final conclusions are whether or not there is an effect of the treatment. In addition, the design applied in this study is pre-experimental with a one-shot case study type. One-shot case study is an intensive examination of certain conditions on an object without comparing it with others (Hartono, 2019). Intensification aims to understand the specific phenomenon, social context, or dynamics that exist behind the object. It is used in case studies that are exploratory, evaluative, or descriptive.

The subjects in this study consisted of class X students at SMA Muhammadiyah 4 Surabaya. There are three classes with a total population of 75 students. As a sample in this study, class X-2 consisting of 24 students was selected. Sample selection was carried

out with the help of cluster sampling. According to Sahir (2021), cluster sampling is a population grouping. From grouping to representing the overall population.

Collection uses two methods, namely observation and questionnaire. Observation to observe the actions of students activities taking place. Through observation, the facts supporting the research needed were found (Abubakar, 2021). This fact can be in the form of behaviors, interactions, or conditions related to the object of research and become the basis for analyzing hypotheses. Meanwhile, the questionnaire was used to see the attention and effectiveness of the use of Padlet in learning biographical texts. This is in line with the views of Sembiring et al. (2024) about questionnaires as a forum for pouring individual responses on exclusive topics.

In addition, the analysis uses descriptive and inferential statistics. Descriptive statistics serve as a description of the main characteristics of the findings (Mukhyi, 2023). Findings are an important tool in the analysis of the data that underlies interpretation. Inference is used to determine the relationship between variables and draw conclusions based on the sample (Nurdin & Hartati, 2019). Through this process, it is possible to understand patterns and identify cause-and-effect relationships by referring to data. provide valuable insights and support evidence-based decision-making.

## RESULT AND DISCUSSION

### Measuring Students' Attention During Biography Text Learning That Utilizes Padlet through Activities During Teaching and Learning Activities

#### 1. Descriptive Statistical Studies

The Descriptive Statistics study serves to provide a clear picture of student activities during the learning of biographical texts that utilize Padlet media, focusing on measuring the characteristics of the data obtained. Characteristics contain patterns of student engagement, such as the level of participation, the type of content created, and the quality of interaction between students on the platform. This is observed through observation.

Table 1. Descriptive Statistical Studies

No	Activity	Frequency		Percentage	
		1	2	1	2
1	Students access the Padlet to read the given material	24	24	100%	100%
2	Students discussing with classmates on Padlet (comments/feedback)	24	24	100%	100%
3	Students upload draft of their biographical text on Padlet	24	24	100%	100%
4	Students provide feedback on a friend's draft biography text	18	24	75%	100%
5	Students revise the biographical text based on the feedback received	19	24	79,2%	100%
6	Students improve the grammar and structure of biographical texts in Padlet	20	23	83,3%	95,8%
7	Students follow assignment instructions appropriately and complete assignments on time	24	24	100%	100%

8	Students actively participate in class discussions after using Padlet	18	23	75%	95,8%
9	Students demonstrate a better understanding of the structure of biographical texts	24	24	100%	100%
10	Students feel more motivated in writing biographical texts using Padlet	16	22	66,7%	91,7%
Percentage of student activity				87,92	98,33
Category				Good	Good

Analysis of student activity data revealed that the percentage of student participation in the learning process at the first meeting reached 87.92%. Meanwhile, in the second meeting it increased to 99.33%. From the criteria that have been determined, it can be concluded that there is an increase in student activity between the first and second meetings. The level of student activity in both meetings was relatively high, with the percentage being between 75%-100%. It is stated that the indicators of student involvement in learning have been achieved.

Increasing indoor activities will trigger an improvement in the quality of learning (Astuti et al., 2024). When students are actively involved in various activities, it is not only easier to understand the material, but also able to apply that knowledge in a real-world context. These activities encourage students to think critically, collaborate with classmates, and explore ideas. In addition, activities that increase can have an impact on learning outcomes (Indrastuti et al., 2017). This activity not only improves information retention, but also hones students' perceptive thinking skills and creativity. As a result, students' learning outcomes tend to be better, because they are motivated and interested in learning.

## 2. Student Attention Study

This study contains five focus statements that students have responded to. The focus is broken down as follows.

### a) Joy

Table 2. Joy Frequency Distribution

Answer Preferences	Frequency	Percentage
Strongly agree	24	100%
Agree	0	0%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	0	0%

Referring to the table, it appears that the calculation of students who feel joy and give very agreeable responses is 24 people or 100%. Meanwhile, no students answered agreed, neutral, disagreed, or strongly disagreed, as many as 0 people or 0% each. Thus, it can be concluded that overall, 100% of students feel joy.

A liking for learning content can bring passion and initiative to seriously pursue the achievements of the knowledge taught (Rahmayani, 2023). When students find material interesting and relevant to their interests, they tend to be encouraged to take an active role in the learning process. So, the learning potential can develop optimally. Agreeing with this idea, Rustandi et al. (2023) stated that the pleasure of learning is proportional to the interest that leads to effort. These efforts make the learning process not only an



obligation, but also a fun experience. This interest triggers the intrinsic motivation of individuals to earnestly seek to understand, master, and apply the knowledge acquired.

b) Increase Focus

Table 3. Frequency Distribution Adds Focus

Answer Preferences	Frequency	Percentage
Strongly agree	19	79,2%
Agree	5	20,8%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	0	0%

Referring to the table above, it can be seen that 19 students or 79.2% felt that Padlet increased focus and gave very agreeable answers. In addition, 5 students equivalent to 20.8% responded in agreement. None of the students answered neutrally, disagreed, or strongly disagreed, with the number being 0 or 0% respectively. Thus, overall, 79.2% of students believe that Padlet media can help improve focus.

According to Khotimah et al. (2021), the media is an intermediary in maintaining student concentration to achieve the specified goals. When students engage with appropriate media, they tend to be more focused and motivated to learn. That way it reduces distractions that can interfere with the learning process. If distractions arise, it can cause students' attention to the material to decrease and be followed indifferently by the teacher (Syifa et al., 2023). This interaction and communication between students and teachers is disrupted. In these conditions, students not only lose their understanding of the material, but also risk disconnection in the learning process, which can ultimately hinder academic achievement.

c) Increase Passion for Learning

Table 4. Frequency Distribution Increases Passion for Learning

Answer Preferences	Frequency	Percentage
Strongly agree	18	75%
Agree	6	25%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	0	0%

Referring to the table above, it can be seen that 18 students or 75% felt that the use of Padlet increased their passion for learning and gave very agreeable answers. Meanwhile, 6 students or 25% said they agreed. No students gave neutral, disagreed, or strongly disagreed, with the number being 0 or 0% respectively. Thus, overall, 75% of students believe that Padlet media can increase the enthusiasm for learning.

These results are in line with the idea that media can increase the spirit of learning, especially with digital nuances. This is because it offers a variety of forms of interaction and experience. The offer presents more fun and meaningful. Reinforcing this idea, Novela et al. (2024) said that digital media plays an important role in preventing boredom, especially in the current information era. This allows individuals to explore their interests and engage in fun activities flexibly. Thus adding a social element to the learning experience.

#### d) Creating Interest

Table 5. Frequency Distribution Creates Interest

Answer Preferences	Frequency	Percentage
Strongly agree	21	87,5%
Agree	3	12,5%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	0	0%

Referring to the table, it appeared that 21 students or 87.5% felt that Padlet was able to generate interest and gave very agreeable answers. Meanwhile, 3 students or 12.5% answered yes. No students responded neutrally, disagreed, or strongly disagreed, with a number of 0 or 0% each. Thus, as a whole, 87.5% of students believe that Padlet media can attract attention.

The results of Rachmadyanti's (2021) study state that the attractiveness of Padlet lies in the appearance and model of communication. In terms of appearance, it makes it easy for users to add different types of content to create a dynamic and interactive visual experience. Meanwhile, the communication model lies in the ability of participants to provide feedback directly. An interesting factor as a media response can also be seen from Nurhayati (2022) who managed to prove the impact of the presence of Padlet. The impact is in the form of an increase in students' proficiency in descriptive texts in the realm of writing. The increase can be seen from the success of surpassing the KKM.

#### e) Makes it Easier to Understand The Material and Practice

Table 6. Frequency Distribution Makes It Easier to Understand Material and Practice

Alternative Answers	Frequency	Percentage
Strongly agree	16	62,5%
Agree	9	37,5%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	0	0%

Referring to the table above, there were 16 students or 62.5% who felt that Padlet helped them in understanding the material and practicing with very agreeable answers. In addition, 9 students or 37.5% answered yes, while no students gave neutral, disagreed, or strongly disagreed, with a number of 0 people or 0%, respectively. Thus, overall, 62.5% of students believe that padlet media can make it easier to understand and practice the material.

### 3. Percentages and Normality Testing

#### a) Percentages

The following is the percentage of student antennary reviewed from the total frequency distribution in this study.

Table 7. Percentage

Indicator	Percentage
Joy	100%
Increase focus	79,2%

Increase a passion for learning	75%
Creating interest	87,5%%
Makes it easier to understand the material and practice	87,5%

Referring to the table presented, it can be seen that the use of Padlet media can increase student happiness by up to 100%. In addition, this media also succeeded in increasing the focus level by 79.2%. Passion for learning increased by 75% after applying Padlet. This media created significant interest, reaching 87.5%. In addition, Padlet also makes it easier for students to understand the material and carry out practice, with the same percentage of 87.5%. Overall, Padlet has a great positive impact on the student learning experience.

Nursalam et al. (2023) corroborate the above results, because through Padlet there are various facilities that can solve learning problems. Ease in the form of alternative features as a way to describe the material through multimode. In addition, in the opportunity to practice, there is flexibility in working together to utilize menu sharing. Indeed, the existence of media is present as an improvement in the quality of learning through the understanding of the material by students (Furoidah, 2020). This helps students visualize abstract information, improves memory, and motivates students to gain knowledge more actively and interactively. Thus, learning media becomes a useful intermediary in education and student learning outcomes.

#### b) Normality Testing

The normality test intends to assess the distribution of data obtained as normal. In general, this test is performed by matching the available data with the data that has been distributed normally based on the mean values and comparable standard deviations. In this study, the method used is One Sample Kolmogorov Smirnov. This test helps identify the suitability of the data with normal distribution. The results of the normality test in this study are presented in the following table.

Table 8. Normality Test						
Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statisti c	df	Sig.	Statisti c	df	Sig.
Pre	.170	24	.071	.935	24	.128
Post	.167	24	.083	.923	24	.069

a. Lilliefors Significance Correction

The value of the significance of Kolmogorov Smirnov received was 0.083, which indicates that this figure is greater compared to 5% or 0.05. These values are generated from the research model conducted. These results provide an important indication of the distribution of data. Data from the regression model as well as disruptive or residual variables show a normal pattern. In other words, there are no significant deviations from the normal distribution. Thus, it is summarized that the assumption of normal distribution is fulfilled in this analysis.



## Checking the Effectiveness of Padlet Media When Applied to Biography Texts for Writing Competence.

### 1. Inferential Statistical Analysis

The calculations made to test the research hypothesis are listed below. This process is important to ensure the validity of the hypothesis being proposed. Here are the details of the calculation.

$$\begin{aligned} & \frac{D}{(S_D/\sqrt{N})} \\ t &= \frac{18,54167}{(1,91059/\sqrt{24})} \\ t &= \frac{18,54167}{(1,91059/4,8989)} \\ t &= \frac{18,54167}{(0,39000)} \\ t &= 47,54 \end{aligned}$$

The calculation carried out resulted in a calculated t value of 47.54, which exceeded the t table which was valued at 2.068. This indicates a significant difference in students' learning interests. This difference occurs after Padlet media is applied in the learning process. These results show the effectiveness of the use of media in increasing student interest. Thus, it can be concluded that Padlet media contributes positively to learning interests. This research confirms the importance of innovative teaching methods in increasing student engagement.

## DISCUSSION

Attention to the learning of biographical texts is very important in improving students' writing competence. This is because it can affect students' sharpness in conveying ideas to other parties in writing (Susilowati, 2019). The submission is supported by solid data so that it provides a clear and convincing understanding to the other party. In addition, this learning also contributes to increasing students' courage to express their opinions. Therefore, there is a need to teach about the attitude that students should have when writing a biography text. Because, in these writing activities, it is necessary to have an understanding of the structure, content, and linguistic rules in it (Widyasari et al., 2021). By integrating these three elements, writers can improve the quality of writing and create more effective communication. However, many students are still not used to writing activities so the work is not optimal.

Furthermore, the presence of this research provides a treasure trove of awareness of preparing for writing learning, especially biography, optimally. Through the research conducted, researchers bring various perspectives and new findings that encourage to be more aware of important aspects in teaching writing skills. This aspect is in the form of integrating the right media with learning. The integration of collaborative learning in case study discussions through Padlet is carried out through a process of exploration, challenges, and ultimately, changes in the way we interact with educational content (Rajiah, 2024). This process can improve the accuracy of learning so that it experiences a deep reflection on the lives of the people who are written. In line with the opinion of Hasanah (2017) who explained that the accuracy of media in the learning process is very crucial, because the right media can facilitate the interpretation of complex content and meet the desired expectations after use. That way, an effective and satisfying learning experience is created.

Satisfaction as a form of positive responsiveness to the use of media in learning can be seen through increased student engagement and motivation. As found in the findings found at SMA Muhammadiyah 4 Surabaya through filling out questionnaires and observations. It was found that students tend to feel more connected to the material being taught. Not only does this make the learning process more engaging, but it also helps deepen understanding of complex concepts. Additionally, positive feedback from students, such as enthusiasm for participating in discussions or assignments, reflects their satisfaction with the learning experience. Learning experiences have the potential to transform and enrich individual knowledge, skills, and attitudes, while providing an opportunity to evaluate views that have been held previously (Shaw, 2023). In this case, interest in learning is a key factor that can affect the level of satisfaction in learning, where high interest generally contributes to improving student experience and satisfaction during the learning process (Ardiansyah, 2022). Therefore, learning interests act as mediators that connect between the learning experience and the level of perceived satisfaction.

In this study, efforts to improve learning experience and satisfaction levels were carried out using Padlet media. This can be seen from the wise use of existing features (Muhyidin et al., 2022; Suhono et al., 2023). Users need to recognize and optimize these features in order to support the learning process effectively. Here, teachers' attitudes and views towards technology play an important role in its integration stage (Walker et al., 2020). Therefore, it is very important for teachers to introduce the features of platforms like Padlet to students, so that they can understand the role this technology can play in helping the learning process. With the use of Padlet, students can collaborate more efficiently, share ideas, and organize information better. The introduction of these features will not only improve students' digital skills, but also motivate them to be more active and creative in the learning process.

Testing the effectiveness of Padlet as a learning tool in the context of writing skills showed significant impact. The purpose of this test is to assess how useful the media is. Tsai (2009) emphasizes the importance of evaluating new learning technologies to ensure that they truly provide benefits to students. This is especially relevant for students with varying levels of achievement, especially those with low achievements. The usefulness of this technology can provide interventions designed to improve children's self-paced learning (Baars & Viberg, 2022). With interactive features and engaging content, the technology helps children develop independent and confident learning skills. That way, the learning process grows from self-awareness without any command or orders from the teacher.

There are indicators to see the success of Padlet's involvement in learning, especially in writing. This can be seen from the level of student participation and the quality of the content through the feedback provided. Teachers can utilize feedback as a means not only to support the learning process, but also to strengthen relationships with students (Lammey et al., 2025). Effective feedback supports a constructivist learning environment, helps students grow in knowledge, and encourages teachers as coaches in developing students' learning skills (Abualhaija, 2019; Bada & Olusegun, 2015). Additionally, timely and relevant feedback can increase students' motivation to actively participate in the learning process. Thus, the relationship between teachers and students becomes even stronger, creating a positive and collaborative learning climate.

In this study, feedback was seen from both students and teachers through the availability of the Padlet feature. This feedback provides students with clear direction regarding content, structure, grammar, and mechanical aspects (Moser, 2020). Feedback

provided in a timely, relevant, and constructive manner is very important to support learning and improve students' writing skills (Adarkwah, 2021; Schillings et al., 2021). By providing tailored guidance, written feedback can aid in skill development and mastery (Rae & Cochrane, 2008). However, the effectiveness of feedback is highly dependent on timeliness, specificity, and alignment with learning objectives. Despite challenges such as high workload and clarity of comments, effective feedback can significantly improve students' learning experience, encourage continuous progress, and strengthen a sense of ownership in the writing process (Karim & Nassaji, 2020).

The feedback interaction between students reflects a high level of engagement. Involvement in the learning process is a crucial factor that determines success (Nasrulloh & Amal, 2024). By actively participating, students are able to broaden their understanding while developing essential skills, such as critical thinking, creativity, and problem-solving skills. Active engagement also contributes to increased intrinsic motivation, which comes from the drive to learn, and ultimately results in better competence. This suggests that students who are actively engaged tend to have more satisfactory learning outcomes. This engagement has a profound effect on the overall quality of the student learning experience.

Referring to the previous explanation, Padlet's role in writing, especially for biographical texts, is clearly seen in SMA Muhammadiyah 4 Surabaya. This collaborative platform makes it easier for students to gather and organize information about important figures, so they can deepen their understanding of effective writing structures and narrative techniques. The interactive features available allow students to share ideas, provide feedback, and discuss live, which increases engagement in the learning process and stimulates creativity in writing. The resulting learning atmosphere becomes more dynamic, thus supporting the development of students' literacy skills. This helps them in producing quality writing. Thus, Padlet's involvement contributes greatly to a better learning experience for students.

Additionally, the use of Padlet in research can be applied to different types of texts to assess students' writing skills. Diverse genres of text, such as literary criticism (Dewi et al., 2024), articles (Bustomi et al., 2024), and hikayat (Safitri & Ripai, 2024), can be processed with this method, allowing students to explore and develop their writing skills in a varied way. The collaborative and interactive features of Padlet allow students to give each other feedback and explore new ideas, resulting in improved quality of their writing and a richer learning experience. Therefore, in the future, tests can be conducted with other texts to evaluate the effectiveness of Padlet's role in supporting the learning process. This approach not only helps in the mastery of writing skills, but it also encourages students' creativity. Thus, Padlet serves as an effective tool in improving the overall student learning experience.

However, research on the effectiveness of Padlet media in improving the ability to write biographical manuscripts in students in grades X-2 of SMA Muhammadiyah 4 Surabaya has limitations that depend on certain learning situations and contexts. As a result, the findings cannot be applied in general to schools or other class groups. In addition, Eliyah & Agustin (2022) added that the availability of internet access among students can affect their level of participation in using Padlet optimally. Therefore, different internet access conditions can be an important factor in the successful use of this media. This shows the need to consider external variables when evaluating research results. Thus, the results obtained may be relevant only in a limited scope.

## CONCLUSION

Based on the research conducted, the conclusions related to the use of Padlet for biographical texts to do student writing, namely 1) Related to attention. During the learning of biographical texts using Padlet, students' attention appears to be excellent and high, indicated by their active involvement in each designed activity. That way it makes learning more meaningful and effective. 2) Effectiveness-related. The effectiveness of Padlet media in learning biographical texts for writing competency is very visible through the increase in students' interest and contribution. A deep interest in the use of technology and collaborative platforms like Padlet help students feel more engaged and responsible in their learning, thus supporting the development of biographical writing skills effectively and enjoyably. Referring to these two things, it is hoped that in the future it will be a solution for developers or people who have difficulties in practicing student writing for biographical texts. Meanwhile, advanced researchers can test Padlet for other genres. In the test, it is recommended that developers provide more comprehensive training or guidance on the use of Padlet to assist users in optimizing the potential of this medium in learning.

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## AUTHOR CONTRIBUTION STATEMENT

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