

Development of padlet website learning media based on East Java local wisdom for storytelling skills

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ABSTRACT

A This study aims to develop learning media based on the Padlet website to improve storytelling skills among elementary school students through the integration of East Javanese local wisdom. The developed media includes eight main menus, namely the main page, identity profile, learning outcomes, student attendance, material, student worksheet, evaluation, and bibliography, which provide an interactive and engaging learning experience. The research employed the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) and involved 80 third-grade students as participants. Data were obtained from media and material expert validation questionnaires, as well as student response questionnaires after the implementation stage. The validation results showed that the developed media achieved a validity score of 90% from material experts and 87% from media experts, indicating that the product met the feasibility standards. Moreover, the student response test revealed a very positive perception, particularly in terms of attractiveness, interactivity, and usefulness for learning storytelling skills. These findings demonstrate that the Padlet-based learning media incorporating East Javanese local wisdom is effective, practical, and of high quality in supporting the development of students' storytelling skills. The significance of this study lies in offering a digital learning innovation that strengthens cultural values while enhancing literacy competence in elementary education.

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Introduction

Language is a fundamental means of communication that plays an important role in supporting students' learning development (Bolshunova & Ermolova, 2016). In Indonesian elementary schools, language subjects aim to develop students' communication competence through four basic skills: listening, speaking, reading, and writing (Sailer et al., 2021). Among these, speaking skills—particularly storytelling—are essential in fostering students' confidence, creativity, and ability to express ideas orally (Kurniawan & Huda, 2018; Razi et al., 2021; Sugandi & Kurniawan, 2018). Storytelling is not merely retelling imaginary stories but also an art form of spoken language that cultivates emotional and cultural intelligence (Kundharu & Slamet, 2014).

However, storytelling skills among elementary school students in Indonesia remain underdeveloped. Several studies have shown that teachers tend to pay less attention to oral communication activities, rely heavily on conventional book-based learning, and lack innovative media to engage students effectively (Çetin, 2021; Rotmann, 2017). Observations at Manguharjo Elementary School, for instance, revealed that storytelling learning was still limited to textbook activities without the use of interactive media, causing students to be less expressive and creative. This condition highlights a persistent gap between curriculum expectations and classroom practices, especially in the application of technology to support storytelling-based learning.

Previous research on digital learning media has largely focused on improving general literacy or writing skills (Papadakis et al., 2018; Orozco et al., 2020), yet few studies have specifically developed web-based media to enhance storytelling skills integrated with local wisdom. Moreover, research that utilizes Padlet—a web-based collaborative platform—as a medium for storytelling at the elementary school level is still very limited. Existing studies mainly explored Padlet as a general collaborative learning tool rather than as a targeted medium to build students' storytelling performance within a cultural context (Shuker & Burton, 2021; Suryani & Daulay, 2022).

Padlet, as a digital platform, has several advantages that make it suitable for elementary-level learning. It allows teachers and students to collaborate in real time through a virtual wall where they can post text, images, videos, or audio materials (Waltemeyer et al., 2021). This interactivity encourages students to actively participate and express ideas freely. Furthermore, Padlet's flexibility—accessible via smartphones, tablets, or computers—helps accommodate diverse learning styles and enhances accessibility (Bakar & Hashim, 2022). In the context of storytelling, these features can stimulate students' imagination and engagement, making the learning process more dynamic and enjoyable.

Another important aspect emphasized in this study is the integration of local wisdom into the storytelling content (Patriadi et al., 2015). Learning that incorporates local culture not only improves language and communication skills but also shapes students' moral values, cultural appreciation, and sense of identity (Liliarti & Kuswanto, 2018; Sitepu & Rita, 2017). East Javanese local wisdom, for instance, provides rich storytelling materials that reflect social norms, cooperation, respect, and perseverance. Embedding these values in storytelling learning helps strengthen character education and makes the learning process more meaningful and relevant to students' daily lives (Petty, 2017; Rotmann, 2017).

Empirically, the need for effective, technology-based, and culturally grounded media is highly relevant in Indonesia's current educational landscape. The rapid development of educational technology after the COVID-19 pandemic has encouraged teachers to utilize digital platforms creatively (Nagari & Nugraha, 2020). However, many elementary schools—especially in local regions—still face difficulties in adapting technology-based storytelling due to limited access, low digital literacy, and the lack of validated media models. Therefore, research that develops and validates Padlet-based learning media integrated with local wisdom is expected to fill this educational gap by providing an accessible, attractive, and pedagogically sound solution.

Based on these considerations, this study focuses on the development of Padlet website-based learning media for storytelling skills among grade III elementary school students. The research aims to determine the validity and feasibility of the developed media and to analyze its potential to improve students' storytelling performance through engaging, technology-driven learning that incorporates local cultural values. The study contributes theoretically by expanding the use of digital learning media in speaking-skill pedagogy and practically by offering teachers a ready-to-use model for enhancing storytelling competence in the context of Indonesian elementary education.

Method

This research is included in the Research and Development (RnD). This research develops learning media website Padlet based on local wisdom of East Java, Indonesia with a focus on fairy talematerial. The model used is ADDIE model which consists of Analysis, Design, Development, Implementation, and Evaluation (Muslimin et al., 2017). The ADDIE model is appropriate to use in face-to-face learning to help learners engage and understand the learning objectives to be achieved. The five stages of the ADDIE model are in the Fig. 1.

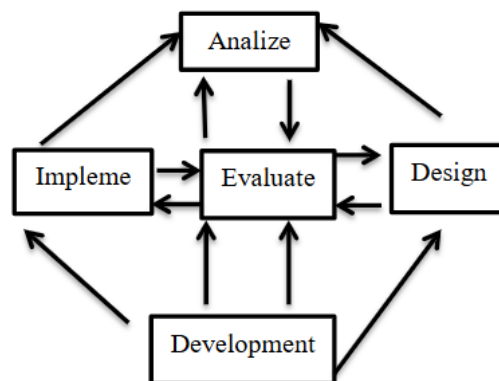


Fig. 1. ADDIE Model Design

The research involved 80 grade III elementary school students from several schools in East Java, Indonesia, as participants. The sampling technique used was purposive sampling, with the main criteria that participants were students who had received Indonesian language lessons containing fairy tale material as part of their speaking or storytelling skill development. Students were selected because they represented the appropriate cognitive and linguistic stage for storytelling learning at the basic education level. The students participated during the implementation stage by using the Padlet website media and providing feedback through a student response questionnaire. The research flow can be seen in Figure 2.

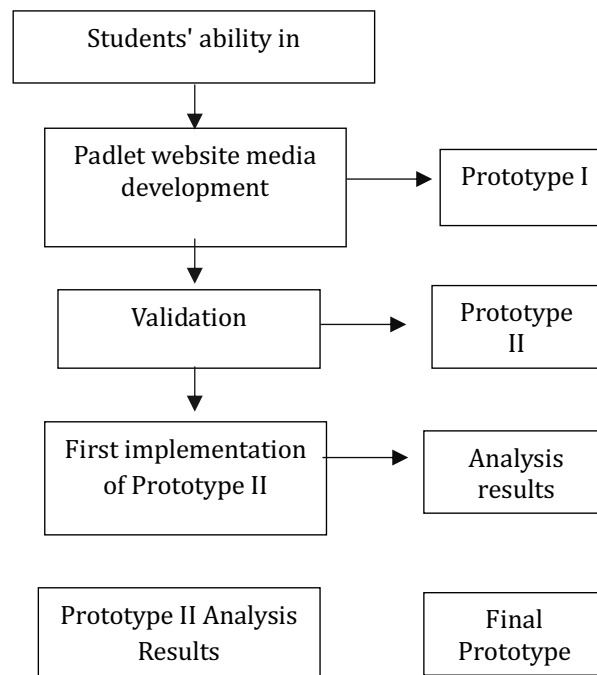


Fig. 2. Research Flow Of Model Development

The research instrument in this development research is a questionnaire. The questionnaire was filled by two experts, namely media experts who aim to see the validity of the media and material experts who aim to see the quality of the media. The media expert questionnaire consists of aspects of design, text, images, language, and use, while the material expert questionnaire consists of aspects of basic competencies, material content, presentation, and evaluation.

The material expert validation questionnaire consists of aspects of competence, material, presentation, and evaluation. The media validation questionnaire consists of aspects of media design, text, images and videos, language, and utilization. The results of media expert validators, material experts, teacher questionnaire results, and student questionnaire results are calculated using the following formula:

$$P = \% \frac{\sum R}{N} \times 100$$

Description:

P : Final grade

$\sum R$: The sum of the assessment scores

N : Minimum number of scores Source: (Sugiyono, 2017)

After calculating using the formula, the final score is obtained and the quality of the media or the validity of the media developed is known as Table 1.

Table 1. Validity Scale

<i>Final Grade Result</i>	<i>Category</i>
$75 \leq P \leq 100$	Valid without
$50 \leq P \leq 75$	Valid with minor revisions
$25 \leq P \leq 50$	Valid with many
$P < 25$	Invalid

Source: (Sugiyono, 2017)

After knowing the quality of the media or the validity of the media developed, the media feasibility value is calculated as Table 2.

Table 2. Media Feasibility Scale

<i>Final Grade Result</i>	<i>Description</i>
81-100	So worth it
61-80	Worth
41-60	Decent Enough
21-40	Less feasible
<20	Not

Results and Discussion

At the *Analysis* Stage, researchers analyzed the material and then included it in the learning media. Padlet Website-based learning media contains material about local wisdom tales in the East Java region, Indonesia. This analysis activity is to find information about activities in determining the material. Determination of the material aims to explain the learning process and basic competencies then the formulation of indicators is made match the characteristics of grade III students at Manguharjo elementary school.

The analysis stage plays a very important role in the process of developing learning media. According to Hulu (2023), this stage is used to identify the learning needs of students and the obstacles experienced by teachers and students. The analysis process is carried out through direct observation in the classroom, interviews with teachers, and a review of the curriculum documents used in schools. The results of these activities provide a comprehensive picture of the actual conditions of storytelling skills learning in elementary schools (Supriatna, 2016). Based on the findings, the development of Padlet-based learning media is directed as an innovative effort to provide contextual and effective solutions to improve the quality of Indonesian language learning, particularly in developing students' speaking and storytelling skills.

Based on the results of the analysis of characteristics, 10-year-old students who are at the concrete operational stage so need learning media that can do exploration in learning. The learning media developed should be able to provide an interactive and meaningful learning experience, so that students can relate the learning content to their real lives. (Ali et al., 2024). It was found that when teachers discuss fairy tale material in Indonesian language subjects, they usually only use thematic books from the government. The limited use of these learning resources results in a less interactive learning process that is less able to foster active student participation in the classroom (Rahman et al., 2024). Teachers also only use the lecture method without learning media so that students have difficulty in understanding fairy tale material. Therefore, it is necessary to develop learning media based on the Padlet Website. This Padlet media can be accessed via mobile phones or computers or laptops owned by students or owned by schools.

In the *Design* Stage, the preparation of the required materials is carried out, namely Padlet accounts, required images, teaching material designs, student worksheets, and evaluations. At this stage, researchers also consider aspects of learning design that are appropriate to the characteristics of elementary school students in order to increase the effectiveness and appeal of the media (Kamila et al., 2024). In the next step, researchers selected the specifications provided on the website, arranged the layout and selected the features used from the website. Furthermore, some of the materials were entered into Canva for editing and some were directly entered into the Padlet website. According to Yuliansah (2018), the appearance of the media becomes more attractive and can increase student learning motivation. When entering the material, do not forget to determine the typeface used, the size of the letters used, and the color of the letters used. The arrangement of the material entered the Padlet Website must use clear, concise, concise, and easy-to-understand language can be seen in Figure 3.

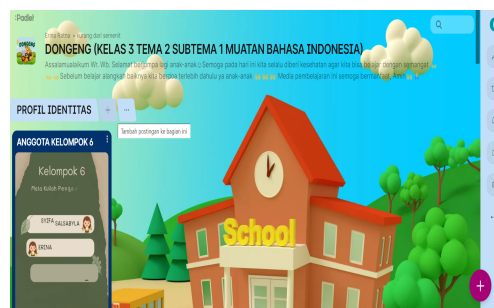


Fig. 3. Padlet Website Design

In the *Development* Stage, the researcher arranges the order of the menu display, the material that has been edited from Canva, the background color and appearance, and enters the link in the place provided then publishes the link from the Padlet Website that has been made by pressing the link and then copying it. After that, students can access the Padlet link through a copy of the link that has been shared via mobile phone, computer or laptop and Padlet Website-based learning media is ready to use. Figure 4 are the stages of development in producing Padlet website-based learning media.



Fig. 4. Main Page Display

On the main page/title display is the initial display of Padlet media presented with a school picture with a blue background. This page consists of the title of the material then there is a description of the class, theme, subtheme, and learning content. There are also reminders and encouragement sentences for students to always be enthusiastic about learning can be seen in Figure 5.



Fig. 5. Identity Profile Menu Display

In this identity profile view contains the biodata of media developers who work together in compiling and creating Padlet Website-based learning media. Making this media is done in groups. Consists of the group name and group members.



Fig. 6. Basic Competencies, Indicators, and Learning Objectives Menu Display

In Figure 6, there is a menu of basic competencies, indicators, and learning objectives. Basic competencies explain about the message and how to tell a story. The indicators explain the student's achievement of understanding the content of the message contained in the fairy tale and how to practice the role of the character in the fairy tale. The learning objectives adjust the indicators appropriately.



Fig. 7. Display of Student Attendance Menu

Figure 7 displays the student attendance menu. Attendance is done through a *googleform* link to make it easier for teachers to record student attendance by filling in the attendance on the link that has been provided during teaching and learning activities.



Fig. 8. The Contents of the Material Menu Display

On the display of the Material menu placed on the Padlet Website contains fairy tale material including: understanding fairy tales, fairy tale classifications, fairy tale benefits, fairy tale characteristics, fairy tale structures, fairy tale elements, fairy tale text examples, and fairy tale scripts. The contents of the material menu display also contain links to examples of fairy tale classifications to make it easier for students to understand and distinguish between types of fairy tales.

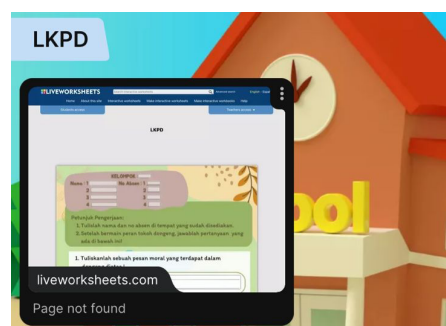


Fig. 9. Student Worksheet Menu Display

In Figure 9, this display is designed on the *liveworksheet*. Students can work directly online or digitally and the results are sent through the group as the developer of this Padlet Website-based learning media.

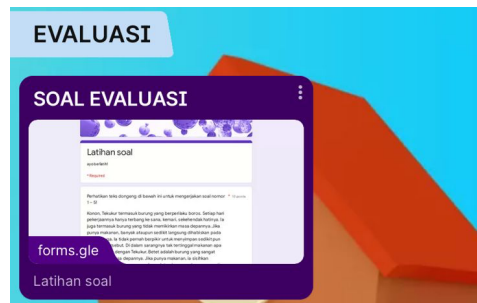


Fig. 10. Display of Evaluation Menu

This evaluation menu display is designed using *googleform* which aims to deepen students' knowledge or reflection. In this evaluation question, students must first complete the available forms starting from the student's name, attendance number, and 10 multiple choice questions as an enrichment exercise or evaluation for students.

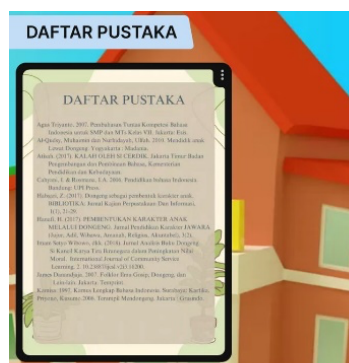


Fig. 11. Bibliography Menu Display

The bibliography menu display contains reference materials taken by Padlet Website-based learning media developers when creating and compiling the contents of the material in the media which aims as a guideline for preparation. In addition, the bibliography also serves as evidence that the sources used have undergone a review process and are credible (Bancong, 2025).

After the development of learning media based on Padlet Website, there is media and material expert validation. The goal is to determine the validity and feasibility of the learning media developed. Media validators. Table 3 are the results of validation from media experts.

Table 3. Media Expert Validation Results

Aspects	Indicator	Score
Cover design and layout	a. Accuracy of cover design.	5
	b. Accuracy of background selection	4
	c. Accuracy of layout proportions	4
Text	d. Accuracy of font selection	5
	e. Appropriateness of font size selection	5
	f. Accuracy of text color selection	5
Image	g. Appropriateness of material image selection	5
	h. Image display quality	4
	i. Accuracy of the size of the tools image on the media	5
	j. Image attractiveness	4
Language	k. Language suitability with student characters.	4
	l. Language encourages student curiosity	3
	m. Friendliness of language.	4
Usage	n. Media compatibility with students	5
	o. Ease of use	4
	p. Ease of use of media support	5
	q. Media's ability to increase learning motivation	5
	r. The ability of the media to increase students' knowledge.	5
Total		81
Percentage : 90%		

Based on Table 3, the media expert questionnaire consists of five aspects, namely design and layout, text, images, language, and usage. The validation results resulted in an average material expert count of 90%. This means that the Padlet website media is declared valid and feasible to be tested on grade III students. Suggestions for improvement from media experts are grammar and color selection. Meanwhile, validation from material experts. Table 4 are the results of validation from material experts.

Table 4. Material Expert Validation Results

<i>Assessment Aspect</i>	<i>Indicator</i>	<i>Score</i>
Basic competencies	a. Suitability of material with basic competencies	5
	b. Suitability of material with indicators	5
Content	c. Conceptual accuracy of the material	4
	d. The order of the material presented	5
	e. Accuracy of material content coverage	4
	f. Appropriateness of image and video selection on the material	3
	g. Suitability of material delivery with student development	4
	h. The correctness of the substance of the learning material.	5
Presentation	i. Appropriateness of language to students' level of thinking	5
	j. The language used encourages students' curiosity	5
	k. Media support for student learning independence	5
	l. Media's ability to increase student learning motivation	5
	m. Media's ability to increase students' knowledge	3
Evaluation	n. Suitability of evaluation questions with indicators	4
	o. Suitability of evaluation questions with answer options	4
	p. The suitability of the items to the students' ability level	4
	q. Presentation of the questions is included with answer justification and scores.	4
Total		74
Percentage : 87%		

In this identity profile view contains the biodata of media developers who work together in compiling and creating Padlet Website-based learning media. Making this media is done in groups. Consists of the group name and group members.

Indonesian language learning material experts have validated Google Sites media consisting of five aspects, namely competence, material, demonstration, and evaluation. The overall calculation result is 84% which means that the DRTA-based Google Sites learning media is categorized as valid and feasible to be tested on grade V students. This validation process also aims to ensure that the content of the material is in line with the curriculum and meets the learning needs of elementary school students (Astuti et al., 2024). Suggestions from material experts on Google Sites media are to make grammatical improvements in the form of changing passive sentences to active sentences and changing non-standard sentences to standard sentences. Some suggestions submitted by media and material validators are that media development can be used as a school program, this Google Sites media can be continued to the distribution and adoption stages.

The suggestions obtained from the validation results that have been carried out by media experts and material experts are to revise the use of language in Padlet Website-based learning media so that it is easy for students to understand and in presenting letters on the media must be consistent, not changing the font size or typeface. From the suggestions given by media experts and material experts, the following improvements were made. This revision aims to improve the readability and visual consistency of learning media so that it becomes more effective and attractive to students (Maulidiyah et al., 2022).

The validation and revision results indicate that the DRTA-based Google Sites learning media have strong potential to support interactive and student-centered Indonesian language learning. The integration of digital platforms encourages active reading and independent exploration, aligning with the principles of the Directed Reading Thinking Activity (DRTA) model (Astuti et al., 2024). Consistent language use and visual design improve readability and user experience, making the media more pedagogically effective and engaging for elementary students. Overall, the validated Google Sites media not only meet curriculum standards but also support digital literacy and critical reading skills in line with the goals of the Merdeka Curriculum.



Fig. 12. Before the Media is tested by Media Experts



Fig. 13. After the Media is tested by Media Experts

In one of the material menus, the title initially used a vertical typeface. Subsequently, after suggestions from media experts, the typeface was changed and equalized.

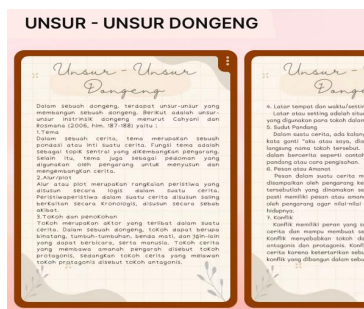


Fig. 14. Before the Media is tested by Material Experts



Fig. 15. After the Media is tested by Material Experts

In one of the material menus, the title initially used upright letters and the language was still standard and difficult for students to understand, then after suggestions from material experts, the language was changed to be more easily understood by students and the appearance was more attractive.

At the *Implementation* stage, field trials were carried out using Padlet Website-based learning media for storytelling skills with third grade test subjects as many as 80 students at Manguharjo elementary school. The purpose in the implementation stage is to determine the validity and feasibility of learning media that has been made. Trials were conducted using laptop media and LCD projectors to display Padlet Website-based learning media and did not forget to be accompanied by the class teacher. After the trial was carried out, the teacher was given a questionnaire to assess Padlet media when used by students.

Table 5. Teacher Questionnaire Results

No.	Aspects assessed	Score
1	The material is relevant to the basic competencies and learning objectives	4
2	The topics discussed can be clearly understood.	4
3	The material presented is in line with the theme.	4
4	The evaluation questions presented increase students' knowledge.	5
5	Examples are presented clearly and add to students' understanding	5
6	The presentation of the material is coherent.	4
7	The display of learning media is interesting	4
8	Learning media is easy to use in the student learning process.	4
9	Media is able to motivate students in learning	5
10	Media can increase students' knowledge.	5
11	Media is able to make students more skillful in storytelling activities	4
12	Learning media can improve speaking skills.	4
13	The media can increase students' creativity in storytelling activities.	4
14	The media helps students in playing the role of fairy tale characters using vocabulary and effective sentences.	5
15	Text and writing are easy to read.	5
Total value		66
Percentag		88% (very good)

At the evaluation stage (*Evaluation*), evaluation results were obtained from media experts and material experts, namely revising the use of language in Padlet Website-based learning media. The goal is to be easy for students to understand and in presenting letters on the media must be consistent, not changing the font size or typeface. In addition, the evaluation from the teacher is asking to link several other materials on this Padlet Website-based learning media in order to achieve thematic learning objectives.

Discussion

Technological advances have changed several aspects of life, especially in education. One of the influences of technology in education is that teachers can utilize technology as learning media when learning activities take place. In learning activities, media is something that can carry information as well as knowledge between the source and receiver of information in the form of images to (Chumairoh & Cahya Permana, 2023; Türköz & Öztürk, 2019). According to Isnaeni & Hildayah (2020), with the use of learning media, the process of delivering material becomes clearer and students find it easier to understand the concepts being taught. Learning media is used as an intermediary tool between teachers and students to deliver information or knowledge (Bateman, 2021; Liliarti & Kuswanto, 2018; Purtilo-Niemenen et al., 2021).

Teaching and learning activities using the internet are called e-learning (Julia et al., 2020; Alfaifi & Saleem, 2022; Salsabila & Agustian, 2021). Learning through the internet allows to foster the spirit of enthusiasm and motivation of students in learning activities plus can attract attention with strong visuals (Jang et al., 2021). One example of e-learning that can be used as learning media is the Padlet Website. Padlet is a website-based learning platform and also media that can be used in two versions, namely the free version and the paid version. Teachers can use the free Padlet Website and of course this Padlet Website is very easy to implement (Bakar & Hashim, 2022). Padlet has a virtual wall and a space that can be used for collaboration and can be accessed via mobile phone or laptop or computer as long as it is connected to the internet (Rashid et al., 2019). This Padlet platform is expected to be able to become a forum in providing facilities for students to obtain information or knowledge. The advantages of this Padlet Website are that it is easier to use for interacting between students, students can choose the desired model and innovate learning. Learning using Padlet Website-based media can be used by educators because this Padlet Website is more practical and as an alternative to increasing student interest in learning (Lee et al., 2024). In addition, the use of Padlet also encourages students to participate more actively and collaborate in the learning process (Suriyanisa et al., 2024).

The validity test or feasibility test is used to measure the validity or feasibility of a medium developed by testing the feasibility in terms of material and media (Sugiyono, 2017). The trial of Padlet Website-based learning media that researchers develop will be tested for feasibility with 2 validators, namely, material experts and media experts. This process aims to ensure that learning media meet educational standards and are suitable for use in the classroom (Mabnunah et al., 2024). The material expert feasibility test was tested by a lecturer in the Indonesian language learning development course. The material expert feasibility test provides an assessment of the material compiled by the researcher. This assessment also considers whether the content is clear, accurate, and relevant to the learning objectives (Ratih et al., 2023). The material assessment includes the systematics or sequence in the presentation of the material and the completeness contained in the material. The material expert feasibility test also provided suggestions for the presentation of the material compiled.

Then, the next feasibility test of media experts conducted by lecturers teaching Indonesian learning development courses. The purpose of media expert validation is used in improving the Padlet Website-based learning media that researchers develop whether it has achieved development goals and how the quality of the media developed is feasible and valid or not. This validation process serves to identify and resolve technical or design issues before the media is used in actual learning situations (Hutabri, 2022). Evaluation or suggestions from both media and material experts will be used in improving the Padlet Website-based learning media that researchers develop. So that the media developed and has passed the feasibility test of media experts and material experts can be suitable for classroom learning. This ensures that effective and well-structured learning media can help students understand the material and actively engage in learning (Azizah et al., 2025).

The product of the development research was produced in the form of Padlet Website-based learning media for storytelling skills in third grade students of Manguharjo Elementary School. Padlet Website-based learning media has been validated by media experts and material experts to be declared validity and feasibility. From the results of validation conducted by media experts got 90%, the results of validation conducted by material experts got 87%, and the results of the teacher questionnaire got 88%. These results indicate that both experts and teachers consider these media to be effective and appropriate for supporting student learning (Solissa et al., 2024). Based on the results of the calculation, it can be concluded that the

Padlet Website-based learning media is declared valid without revision and very feasible. That way, the development of Padlet Website-based learning media is very suitable to be applied to grade III elementary school students for storytelling skills in Indonesian language subjects.

Conclusion

From the research conducted, it was concluded that Padlet Website-based learning media for storytelling skills in grade III elementary school students were found that Padlet Website-based learning media had been validated by media experts and material experts to be declared validity and feasibility. The results obtained from the implementation of validation by media experts got 90%. The results obtained from the implementation of validation by material experts got 88%. The results obtained from the questionnaire obtained through teacher assessment got 88%. Based on the results of the calculation, it was concluded that the Padlet Website-based learning media was declared valid without revision and very feasible. That way, the development of Padlet Website-based learning media is suitable if applied to grade III students for storytelling skills in Indonesian language subjects at the elementary school level.

Declarations

- Author contribution** : Heny Kusuma Widyaningrum was responsible for the conception and design of the study, developed the Padlet learning media integrated with East Java local wisdom, conducted the research investigation and data collection, and took the lead in writing the original manuscript. Cahyo Hasanudin performed the formal analysis of the data, validated the research instruments, provided critical resources on local wisdom and storytelling methodology, and contributed significantly to the review, editing, and visualization of the final manuscript
- Funding statement** : This research did not receive any funding.
- Conflict of interest** : Both authors declare that they have no competing interests.
- Ethics Approval** : Information on Ethics Approval and informed consent statements are required for all articles published in BAHASTRA since 2025.
- Additional information** : No additional information is available for this paper.

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