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RESEARCH ARTICLE

Implementation of padlet in learning Javanese poem "*Parikan*" for pre-service elementary school teachers

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ABSTRACT
This study examines the use of Padlet as a digital collaborative platform for learning Javanese *parikan* among pre-service elementary school teachers. Although digital media have been widely used in language learning, their application to regional literature learning, particularly the rule-based creation of literary works such as *parikan*, remains limited. The study employed a mixed-methods approach with a convergent parallel design involving 84 third-semester students of an Elementary School Teacher Education study program. Qualitative data were obtained through observation and document analysis of students' works and comments on Padlet, whereas quantitative data were obtained from an implementation observation sheet, a *parikan* writing rubric, and a student response questionnaire. The two types of data were analyzed separately and then integrated at the interpretation stage. The results showed that the implementation of Padlet-assisted learning was in the very good category (92.5%), students' *parikan* writing scores were in the very good category (85.2%), and students' responses to Padlet were in the very good category (88.46%). The qualitative analysis showed that Padlet facilitated interaction, feedback from the lecturer and peers, and revisions of works guided by the rules of *guru gatra*, *guru wilangan*, and *guru lagu*. Because no comparison group was used, the findings are descriptive and indicate the potential of Padlet rather than its causal effectiveness. This study contributes by positioning Padlet as a collaborative digital space that supports rule-based regional literature learning in pre-service teacher education.

Keywords: Javanese language; creativity; digital literacy; Padlet media; *parikan*.

ARTICLE HISTORY

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INTRODUCTION

Javanese is an Austronesian language of the Malayo-Polynesian branch and has the largest number of native speakers among the Austronesian languages (Oakes, 2009; Vander Klok, 2019). Nevertheless, Javanese has no official status at the national level and, like other regional languages in Indonesia, is increasingly displaced by Indonesian (Kidwell & Triyoko, 2024). Data from the Long Form of the 2020 Population Census show that the use of regional languages in the family and neighborhood declined from 85.24% among those born before 1946 to 69.90% among Generation Z and 61.70% among those born after 2012 (Badan Pusat Statistik, 2023). A survey of 1,039 secondary school students in Yogyakarta also found that most adolescents with Javanese parents reported Indonesian as their first language, signaling weakening intergenerational transmission of Javanese (Andriyanti, 2019). When the family can no longer be relied upon as the channel of transmission, elementary schools become the front line of Javanese language maintenance. In East Java, Javanese has been established as a compulsory local content subject from Grade I (Pemerintah Provinsi Jawa Timur, 2014); therefore, the ability of elementary school teachers, including pre-service teachers currently enrolled in Elementary School Teacher Education (PGSD) programs, to teach Javanese language and literature is crucial.

Javanese has a rich oral and written literary heritage that needs to be preserved. One of its forms is *parikan*, a Javanese poetic form that requires mastery of the *sampiran* (introductory lines) and *isi* (content lines) structure, diction, and the rules of *guru gatra* (number of lines), *guru wilangan* (number of syllables per line), and *guru lagu* (end rhyme) (Toer, 2011). The Javanese language skills of elementary school students have received research attention, for example through the early detection of Javanese phonological awareness among fourth-grade students (Maruti et al., 2020). In practice, however, *parikan* tends to be taught superficially, limited to definitions and examples from textbooks (Ponisih, 2021). A study of Javanese local content learning in elementary schools also reported that Javanese literary materials, such as *tembang macapat*, are not always taught by teachers with a Javanese language education background, resulting in inadequate mastery of the material (Cahyani & Subrata, 2022). This situation indicates that elementary school teachers' ability to teach Javanese literature needs to be developed from pre-service education onward.

Therefore, pre-service elementary school teachers are required not only to understand *parikan* theoretically but also to have the pedagogical competence to teach it creatively and

contextually. One way to achieve this is to deliver more meaningful and enjoyable courses by utilizing digital technology (Adnyana, 2024). Digital technology has permeated various areas of education, including language and literature learning (Burhanlı & Bangir-Alpan, 2021), and functions not only as a tool for delivering material but also as a space for interaction and collaboration that stimulates students' academic creativity (Hadi et al., 2022; Maulidia et al., 2025). In the 21st century, digital literacy has become an integral part of pre-service teachers' professional competence, including in regional language learning (Akbar & Anggraeni, 2017).

Relevant previous studies can be grouped into three themes. The first is Padlet for collaborative writing. Padlet has been used for collaborative writing among learners of English as a second language (Rashid et al., 2019; Sangeetha, 2016), interactive debates in higher education (Dewitt et al., 2015), poetry writing in junior high school (Apriliana, 2022), digital wall magazines in elementary school (Hadi et al., 2022), and other subjects such as history, science, religious education, and health management (Flores et al., 2024; Naamati-Schneider & Alt, 2023; Nuriyah et al., 2025; Ofianto et al., 2024). Some of these studies measured users' perceptions, motivation, or engagement (Arouri et al., 2023; Ramadhani et al., 2023), and none has addressed regional literature. The second is Javanese language and literature learning media. The media developed include a local wisdom-based big book for storytelling instruction in the fourth grade of elementary school (Cahyani & Subrata, 2023) and e-modules on the folk poem *parikan* (Sakti et al., 2022). These media are instructional products rather than spaces for collaborative interaction. The third is *parikan* learning. Research on *parikan* has been conducted with elementary school students through pianica media based on the song *Suwe Ora Jamu* (Wulandari et al., 2024), with junior high school students through the Cermin model (Ponisih, 2021) and a study of students' works (Arranirie, 2025), and in relation to character building (Prasasti, 2018). These studies focused on school students rather than pre-service teachers and have not utilized digital collaborative platforms.

These three themes reveal an unaddressed gap. Research on Padlet has not addressed the creation of rule-bound regional literary works, whereas research on *parikan* has neither utilized digital collaborative spaces nor targeted pre-service elementary school teachers, even though they are the ones who will later teach Javanese language and literature at the elementary level. Therefore, this study examines the use of Padlet not merely as a medium but as a collaborative digital space that supports the creation of *parikan* in accordance with the rules of *guru gatra*, *guru wilangan*, and *guru lagu*. The study is grounded in social

constructivist learning theory, which emphasizes the role of social interaction in knowledge construction (Vygotsky, 1978), and in the concept of digital literacy, which emphasizes the ability to access, evaluate, and create content through digital media (Guess et al., 2020).

Based on the above, this study aims to (1) describe the implementation of Padlet-assisted *parikan* learning, (2) describe the *parikan* writing achievement of pre-service elementary school teachers, and (3) describe students' responses to the use of Padlet in *parikan* learning.

METHOD

This study employed a mixed-methods approach with a convergent parallel design (Creswell & Plano Clark, 2018). Quantitative and qualitative data were collected within the same time frame while the learning took place, given equal weight, analyzed separately, and then integrated at the interpretation stage. The quantitative data comprised scores from the learning implementation observation sheet, the *parikan* writing rubric, and the student response questionnaire. The qualitative data comprised observation notes on student activities and documents in the form of *parikan* works and comments on Padlet. Integration was carried out by juxtaposing the two types of data on three aspects, namely learning implementation, *parikan* writing ability, and student interaction and responses, to determine whether the findings corroborated, complemented, or diverged from each other. The learning was conducted in four stages: (1) planning, which included preparing the lesson plan, *parikan* materials, the assessment rubric, and the Padlet board; (2) implementation, which included introducing the concept of *parikan*, guided practice, writing *parikan*, and uploading works to Padlet; (3) interaction and feedback, in which students commented on one another's works and received feedback from the lecturer; and (4) reflection, which included revising works and evaluating the learning process.

Qualitative data were obtained from observation and document analysis, whereas quantitative data were obtained from performance scores and students' questionnaire responses. The research subjects were 84 third-semester students of the Elementary School Teacher Education (PGSD) study program at a teacher education institution (*Lembaga Pendidikan Tenaga Kependidikan*, LPTK) in East Java who were taking the Regional Language (Javanese) course. The characteristics of the research subjects are presented in Table 1.

Aspect		Number
Gender	Male	27
	Female	57

Age	18-20	69
	21-22	15
Mother tongue	Javanese	81
	Indonesian	3
Class	3B	31
	3C	26
	3D	27
Total		**84**

Table 1. Characteristics of the Research Subjects

The study was conducted in the odd semester of the 2025/2026 academic year over eight meetings on *parikan* material in classes 3B, 3C, and 3D. Data were collected through: (1) observation of learning using an implementation observation sheet completed by one observer, namely the course lecturer (the second author), over eight meetings on a scale of 1–5 for each indicator; (2) analysis of documents in the form of *parikan* works and comments uploaded to Padlet; and (3) a student response questionnaire. The *parikan* writing assessment rubric consisted of four aspects with a maximum score of 25 each, namely (1) *parikan* structure, covering the correspondence between the *sampiran* and the content as well as adherence to *guru gatra*, *guru wilangan*, and *guru lagu*; (2) Javanese language rules, namely accuracy of vocabulary and grammar; (3) creativity, namely uniqueness of ideas and theme development; and (4) meaning appropriateness, namely clarity of message and educational value. The questionnaire consisted of 15 items on a 1–5 Likert scale measuring five variables, namely engagement, collaboration, creativity, usability, and digital literacy (Table 2), and was completed by 84 students.

No	Variable	Indicator	Indicator Description
1	Engagement	Active participation	Students actively participate in learning using Padlet
		Attention	Students remain focused throughout the learning process
		Interest	Learning activities are interesting and enjoyable
2	Collaboration	Interaction	Students interact with peers through Padlet
		Feedback	Students give and receive comments
		Cooperation	Students work together in composing parikan
3	Creativity	Idea development	Students develop ideas in writing parikan
		Originality	Students produce diverse and unique works
		Revision	Students revise their works based on feedback
4	Usability	Ease of use	Padlet is easy to use
		Clarity of features	Padlet's features are easy to understand
		Flexibility	Padlet can be accessed anytime and anywhere
5	Digital Literacy	Use of technology	Students are able to use Padlet effectively
		Content creation	Students are able to create digital parikan
		Evaluation	Students are able to evaluate their own and their peers' works

Table 2. Questionnaire

Both instruments were reviewed by a Javanese language education expert to ensure content validity. Each indicator in Table 2 was represented by one item; thus, the questionnaire consisted of 15 items with a maximum score of 75. The reliability of the questionnaire was tested using Cronbach's alpha, yielding α = 0.773 (≥ 0.70), with a mean inter-item correlation of 0.183, which falls within the recommended range of 0.15–0.50 (Clark & Watson, 1995); therefore, the questionnaire was considered reliable. The quantitative data were analyzed descriptively using the percentage formula P = (obtained score ÷ maximum score) × 100%. The resulting percentages were categorized using the same criteria for all instruments: 81–100% very good, 61–80% good, 41–60% fair, 21–40% poor, and 0–20% very poor, that is, the 0–100% range divided into five equal intervals (Margareth et al., 2021). The qualitative data were analyzed through data reduction, data display, and conclusion drawing. Data trustworthiness was established through technique triangulation (observation, documents, and questionnaire) and source triangulation (the lecturer as observer and the students).

RESULTS AND DISCUSSION

The results are presented in three parts, namely the implementation of Padlet-assisted *parikan* learning, students' *parikan* writing achievement, and students' responses to the use of Padlet. Each part is followed directly by its discussion.

Implementation of Padlet-Assisted Parikan Learning

The stages of Padlet-assisted parikan learning for students of the PGSD study program are described below.

Learning Planning Stage

At the planning stage, the lecturer prepared the semester learning plan (RPS), Javanese *parikan* materials, *parikan* examples, the assessment rubric, and a Padlet board entitled "*Parikan*". The board was arranged in the wall format so that all works were displayed together and could be read by students from all three classes (Figure 1). Each student uploaded one post containing their *parikan* with a title in the format name_class_NIM (student ID number), so that each work could be easily traced for assessment. The lecturer uploaded a sample *parikan* as the first post to model the structure of *sampiran* and content. The comment and reaction features were enabled so that the lecturer and peers could give

feedback directly below each work. There was no rule on the minimum number of comments; students therefore commented voluntarily. This configuration was linked to the learning outcome indicators: the work post for the indicator of writing *parikan* according to the rules, the comment section for the indicator of giving and receiving feedback, and editing the same post for the indicator of revising work.

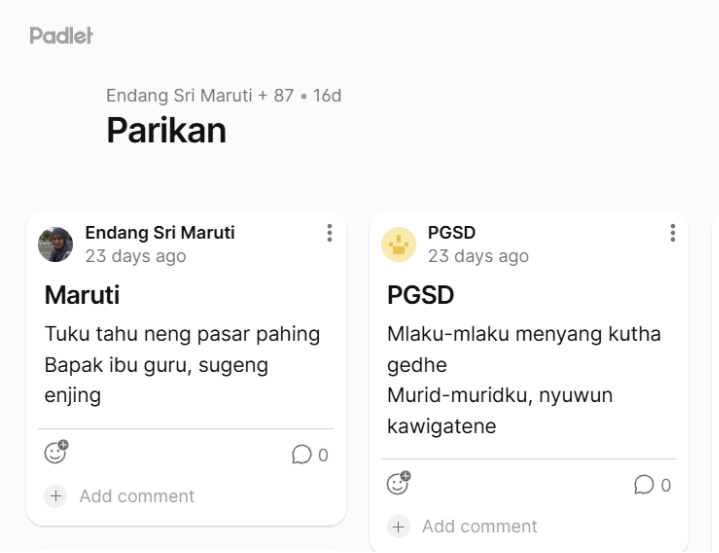


Figure 1. Initial view of the Padlet wall

The planning results indicate that Padlet can accommodate learning needs that require writing, reading, and appreciating parikan works simultaneously.

Learning Implementation Stage

The learning began with the presentation of the learning objectives and expected competencies and an introduction to the concept of *parikan*, including its definition, characteristics, the structure of *sampiran* and content, and the rules of *guru gatra*, *guru wilangan*, and *guru lagu*. The lecturer also introduced Padlet, how to use it, and the rules for collaboration and commenting etiquette. Students then analyzed the structural and semantic appropriateness of several *parikan* examples, before writing *parikan* independently and uploading them to Padlet. Each student was required to upload at least one *parikan*.

Based on the observation results, all students were able to upload parikan to Padlet without significant technical problems. Figure 2 shows that the uploading of works proceeded in an orderly manner and within the allotted time.

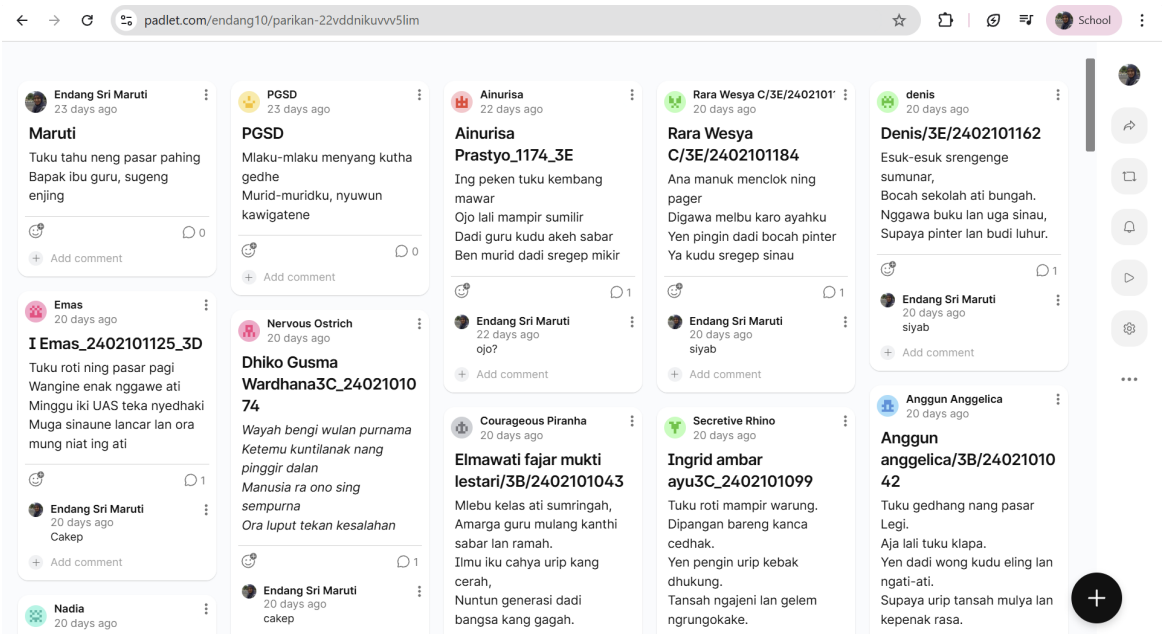


Figure 2. Parikan writing activity on the Padlet application

The observation results show that Padlet encouraged interaction among students. Students not only uploaded *parikan* but also read their peers' works, gave comments, and responded to the comments they received. Based on the lecturer's observation, approximately 70% of students gave at least one comment on a peer's work even though commenting was not mandatory. The lecturer's comments generally took the form of brief appreciation (e.g., "cakep" and "siyab") or questions directing improvement (e.g., "ojo?" to correct spelling), and some were answered in the form of *parikan* (Figures 1, 2, and 4). Students appeared active in expressing their opinions and appreciating their peers' works.

Based on the learning implementation observation sheet, all steps of the Padlet-assisted parikan learning were carried out well. The learning stages, from apperception, delivery of material, and parikan writing practice to reflection, proceeded according to the prepared lesson plan. The use of Padlet helped the lecturer monitor students' learning progress directly and facilitated the provision of feedback on the parikan works produced.

Reflection Stage

At the reflection stage, two constraints were identified. First, limited internet connectivity was experienced by 10 students (11.90%). This constraint stemmed from the students' unstable personal mobile data connections when accessing and uploading works to Padlet. It was addressed by topping up data packages, switching to home or campus Wi-Fi networks, and tethering to the lecturer's personal mobile phone, so that all students were still able to upload their works. Second, students' initial ability to write *parikan* varied. In the

first draft, approximately 30 students (35.71%) still made rule errors, particularly in end rhyme (guru lagu) and spelling. This constraint was addressed through feedback from the lecturer and peers in the Padlet comment section, which students followed up by revising their works through editing the same post. Both constraints should be taken into account when interpreting the results, as the participation and work quality of some students were also influenced by network access and initial ability. At the end of the learning, the lecturer and students jointly reflected on the learning process and outcomes, reinforced the key concepts of *parikan*, and discussed the potential use of Padlet in Javanese language learning in elementary schools. The results of the learning implementation observation are presented in Table 3.

No	Observed Aspect	Implementation Indicator	Percentage (%)	Category
1	Opening Activities	The lecturer conveys the objectives and apperception of parikan learning	100	Very good
		The lecturer motivates students and relates the material to the Javanese cultural context	95	Very good
2	Delivery of Material	The lecturer explains the concept, structure, and rules of parikan	95	Very good
		The lecturer provides parikan examples and analyzes them together with students	90	Very good
3	Use of Padlet Media	The lecturer gives clear directions on the use of Padlet	100	Very good
		Students are able to access and use Padlet	95	Very good
4	Core Activities	Students write parikan according to its structure	90	Very good
		Students upload parikan to Padlet on time	90	Very good
5	Interaction & Collaboration	Students read their peers' works	85	Very good
		Students give comments/appreciation on Padlet	85	Very good
6	Reflection & Closing	The lecturer gives feedback on parikan works	95	Very good
		The lecturer and students reflect on the learning	90	Very good
		Mean Implementation	92.5	Very good

Table 3. Implementation of Padlet-Assisted *Parikan* Learning

The implementation of Padlet-assisted learning was in the very good category (92.5%). The lowest percentage was found in the interaction and collaboration aspect (85%), namely reading peers' works and giving comments, whereas the indicators carried out by the lecturer ranged from 90% to 100%. This pattern shows that the lecturer-controlled steps were implemented almost completely, while interaction among students could still be improved, for example through a minimum-comment rule, which was not applied in this study.

This finding indicates that Padlet functioned not merely as an assignment submission platform but as a collaborative learning environment that enabled continuous interaction. From a social constructivist perspective, such interaction plays an important role in knowledge construction, as students actively negotiate meaning through discussion and feedback. The asynchronous nature of Padlet also allowed students to revisit and refine their works, thereby supporting a more reflective learning process. Compared with conventional classroom practices that tend to emphasize individual, teacher-centered activities, the use of Padlet appears to provide a more participatory and student-centered learning experience. However, it should be noted that this interpretation is based on descriptive data and does not imply causal effectiveness.

Parikan Learning Outcomes with the Padlet Application

The rubric-based assessment results of the *parikan* works uploaded by students to Padlet are presented in Table 4.

No	Assessment Aspect	Indicator	Maximum Score	Mean Score	Percentage (%)	Category
1	*Parikan Structure*	Correspondence between sampiran and content	25	22.5	90	Very good
2	Javanese Language Rules	Accuracy of vocabulary and grammar	25	19.7	78.8	Good
3	Creativity	Uniqueness of ideas and theme development	25	21.0	84	Very good
4	Meaning Appropriateness	Clarity of message and educational value	25	22.0	88	Very good
		Overall Mean	**100**	**85.2**	**85.2**	**Very good**

Table 4. Students' *Parikan* Writing Ability Based on the Assessment Rubric

The mean *parikan* writing score of the students reached 85.2%, in the very good category. Because there was no comparison group, this result does not indicate causal effectiveness, but it shows that the students were able to meet the main criteria for composing *parikan*. The *parikan* structure aspect obtained the highest percentage (90%), indicating that students were able to compose the *sampiran* and content accurately and coherently, as shown in Figure 3.

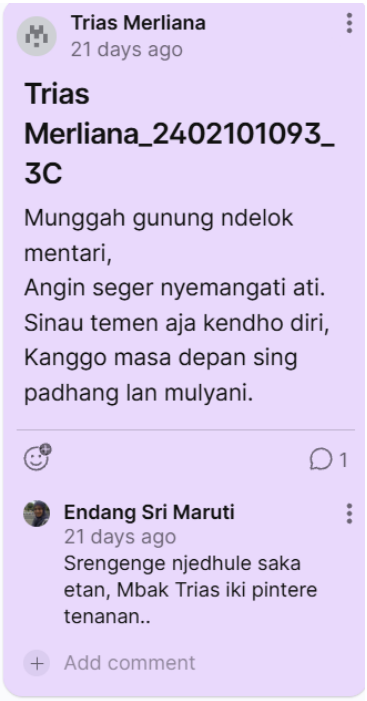


Figure 3. Example of an Appropriate Parikan Structure

The meaning appropriateness aspect was also high (88%), whereas the Javanese language rules aspect obtained the lowest percentage (78.8%) and was the only aspect in the good category. The weaknesses in this aspect were mainly vowel spelling errors, as shown in Figure 4.



Figure 4. Example of writing (typographical) errors in parikan

This achievement can be explained by the repeated (iterative) writing process facilitated by Padlet. Students could revise their works based on feedback from the lecturer and peers, something that is often limited in face-to-face classes due to time constraints. In addition, peers' works that could be viewed together provided students with a variety of *parikan* examples to observe and compare, which may have stimulated idea development and adherence to the rules.

Nevertheless, these findings should be interpreted with caution. The absence of a comparison group means that the achievement cannot be attributed solely to the use of Padlet; other factors such as prior knowledge, teaching quality, and student motivation may also have contributed. It should also be noted that 81 of the 84 students had Javanese as their mother tongue (Table 1), so their existing Javanese language proficiency also supported this achievement.

Previous studies have generally highlighted the role of Padlet in enhancing positive perceptions, motivation, and engagement (Arouri et al., 2023; Nuriyah et al., 2025; Ramadhani et al., 2023). The findings of this study add that Padlet can also serve as a digital scaffolding space that helps students adhere to the rules of traditional literature (*guru gatra*, *guru wilangan*, and *guru lagu*). This is relevant to Javanese literature learning, which has tended to be taught superficially and in a textbook-centered manner (Ponisih, 2021).

The creativity aspect obtained 84%, in the very good category. The themes of the *parikan* written were fairly diverse, including advice, enthusiasm for learning, and, in

keeping with the students' age, romance. Despite the diversity of themes, the *sampiran* and content rules were maintained and the meanings conveyed were appropriate.

This study contributes to the existing literature in three important ways. First, it extends the application of digital collaborative media to the domain of regional literature learning, particularly Javanese parikan, which has received little attention in previous research. Second, unlike previous studies that positioned Padlet mainly as a tool for enhancing engagement, this study demonstrates its role as a collaborative learning ecosystem that supports iterative writing, peer feedback, and the rule-based construction of literary works. Third, by focusing on pre-service elementary school teachers, this study highlights the dual impact of integrating digital media—not only on students' learning outcomes but also on their future pedagogical readiness to teach culture-based content in elementary school classrooms.

As a form of Javanese oral literature, *parikan* contains cultural, aesthetic, and educational values that need to be passed on (Toer, 2011). In this study, the link between *parikan* learning and cultural literacy was evident in the students' works: the mean meaning appropriateness score reached 88%, and many works contained advice and educational values, such as encouragement to study diligently and not to forget one's origins (Figure 4). This shows that students not only knew the form of *parikan* but were also able to use it to convey cultural messages contextually. However, because cultural literacy was not measured directly in this study, this finding is limited to students' ability to produce value-laden *parikan* texts rather than to changes in cultural identity.

Overall, the use of Padlet produced a more collaborative, reflective, and process-based pattern of *parikan* learning. Students did not merely receive material but also acted as creators of literary works through uploading *parikan*, commenting, and revising works (Rashid et al., 2019). This pattern is in line with the shift from teacher-centered to student-centered learning (Wahyuddin et al., 2022). Padlet enables students to write, publish, read, and appreciate works digitally (Naamati-Schneider & Alt, 2023; Nuriyah et al., 2025). In the context of digital literacy, Padlet functions as a multimodal literacy space that combines text, visuals, and social interaction (Al Momani & Abu Musa, 2022), so that students simultaneously learn to use digital technology productively for culture-based learning (Guess et al., 2020).

In terms of work quality, the observation results show that the feedback from the lecturer and peers in the Padlet comment section largely targeted rule errors, particularly inappropriate end rhyme (guru lagu) and spelling, with a small number of errors in syllable

count (guru wilangan). Students followed up on this feedback by editing the same post on Padlet. This finding shows that Padlet can serve as a digital scaffolding space that supports a gradual learning process in literature learning.

From a theoretical perspective, this study reinforces social constructivist learning theory (Vygotsky, 1978) by showing that digital platforms such as Padlet can function as mediating tools that bridge individual cognition and social interaction in a culturally specific learning context. In addition, the findings indicate that digital literacy in pre-service teacher education should not be limited to technical skills but should also encompass the ability to design collaborative and culturally responsive learning environments.

The results of the student response questionnaire on the use of Padlet are presented in Table 5. Overall, the students' responses were in the very good category (88.46%). The highest percentage was found in the creativity variable (89.21%) and the lowest in the usability variable (88.10%). The difference between the highest and lowest variables was only 1.11 percentage points, indicating that students' responses were relatively even across the five variables. At the indicator level, the highest percentage was for content creation (90.00%) and the lowest for use of technology (86.43%). These responses show that students perceived Padlet as easy to use, supportive of collaboration and idea development in writing parikan, and helpful in creating digital content. From a social constructivist perspective, interaction through Padlet plays a role in the joint construction of knowledge (Vygotsky, 1978). The strengthening of digital literacy is also not merely technical but pedagogical, as students indirectly learn to use digital media for Javanese language learning in elementary schools.

No	Variable	Indicator	Percentage (%) and Category
1	Engagement	Active participation	88.57 – Very good
		Attention	89.52 – Very good
		Interest	87.14 – Very good
2	Collaboration	Interaction	87.62 – Very good
		Feedback	89.29 – Very good
		Cooperation	88.10 – Very good
3	Creativity	Idea development	89.52 – Very good
		Originality	89.05 – Very good
		Revision	89.05 – Very good
4	Usability	Ease of use	88.33 – Very good
		Clarity of features	88.57 – Very good
		Flexibility	87.38 – Very good
5	Digital Literacy	Use of technology	86.43 – Very good
		Content creation	90.00 – Very good

No Variable	Indicator	Percentage (%) and Category
	Evaluation	88.33 – Very good

Table 5. Student Responses to the Use of Padlet (n = 84)

The integration of quantitative and qualitative data shows mutually corroborating findings. In terms of implementation, the implementation percentage of 92.5% is consistent with the observation notes indicating that all learning stages proceeded as planned. In terms of writing ability, the rubric score of 85.2% is consistent with the document analysis showing that the *sampiran* and content structure was generally accurate, with spelling as the main weakness. In terms of interaction, the percentage for the interaction and collaboration indicator (85%) and the questionnaire responses on the collaboration variable (88.33%) are complemented by observation notes on comments and revisions on Padlet. The questionnaire percentage for the collaboration variable is slightly higher than the observation result for the interaction and collaboration indicator (88.33% versus 85%). This difference is understandable because the questionnaire measures students' perceptions, whereas the observation sheet records behavior observed during the learning.

Conceptually, the findings of this study extend previous research showing the role of digital media in enhancing learning motivation (Apriliana, 2022; Zhi & Su, 2015) by demonstrating that such media can also support the attainment of specific regional literature competencies. This study has several limitations: the absence of a pretest and a comparison group, and the use of descriptive statistical analysis; hence, the results are indicative rather than conclusive. In addition, all respondents obtained questionnaire scores above 81%, suggesting a ceiling effect that limited the variation in responses. The implementation observation sheet was also completed by the course lecturer herself as the sole observer, which may have introduced rating bias. Further research with an experimental or quasi-experimental design is needed to test the effectiveness of Padlet in Javanese literature learning.

CONCLUSION

The implementation of Padlet-assisted *parikan* learning for pre-service elementary school teachers was in the very good category (92.5%). Students obtained high descriptive scores in writing *parikan* (85.2%), with the highest achievement in the structure aspect and the lowest in the Javanese language rules aspect, and gave very good responses (88.46%) to

the use of Padlet. Padlet shows potential to support interactive and collaborative *parikan* learning through the uploading of works, feedback from the lecturer and peers, and revision of works. Practically, lecturers at teacher education institutions (LPTK) can use Padlet as a collaborative writing space in regional literature learning. Because this study used neither a pretest nor a comparison group, its findings are descriptive; further research with an experimental or quasi-experimental design is needed to test the effectiveness of Padlet.

DECLARATIONS

Ethical considerations

All participants were informed of the research objectives and stated their willingness to participate. The participants' identities were kept confidential in reporting.

Use of artificial intelligence (AI)

The authors declare that a generative artificial intelligence (AI) tool was used for language editing and/or grammatical improvement. The use of AI did not alter the study design, data, findings, or conclusions of the manuscript. Full responsibility for the content of the manuscript remains with the authors.

Conflict of Interest

The authors declare no conflict of interest.

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