A COMPARISON OF LEARNING USING ANIMATED VIDEO AND PADLET VIEWED FROM THE ABILITY OF WRITING SKILLS ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

This study aims to compare the effectiveness of animated video and Padlet as learning media in improving elementary school students' writing skills. The research employs a mixed-method approach, combining quantitative and qualitative analyses. The study was conducted with 33 fifth-grade students at SDN Jatiwarna 2, Bekasi, using a quasi-experimental design with pre-test and post-test evaluations. The results indicate that both media positively impact students' writing abilities; however, Padlet is more effective in enhancing students' engagement, creativity, and collaboration. Students who utilized Padlet demonstrated better writing structures, improved idea development, and higher motivation due to interactive peer feedback. Meanwhile, animated video effectively increased students' understanding of writing steps but lacked interactive elements. Statistical analysis confirmed a significant difference in learning outcomes between the two media, with Padlet achieving higher effectiveness. These findings suggest that integrating Padlet into writing instruction can foster a more interactive and engaging learning environment, ultimately improving students' writing proficiency.

KEYWORDS	writing skills, animated video, padlet, elementary school, learning media

INTRODUCTION

In elementary school, one of the writing skills that began to be mastered was to write descriptions. Chandra argues that descriptive writing mentions an object's characteristics thoroughly, clearly, and systematically. Describing is the main aspect of descriptive writing, which serves to provide an overview to the reader. Through this writing activity, students are expected to be able to describe the shape, color, and size

of objects precisely. However, writing skills require regular practice and practice so that students can express themselves effectively through writing.

In learning to write in elementary school, which starts from low to high grades, grade V students still face several problems. Based on observations made by researchers, these issues include: (1) lack of enthusiasm for students to participate in writing learning because they consider it a difficult task; (2) many students do not understand the correct structure of the Indonesian language, which can be seen from the number of sentences that are not in accordance with the standard Indonesian rules; (3) the use of non-standard vocabulary; (4) non-compliance with the EYD guidelines in writing; (5) students' difficulties in developing narrative content in accordance with the specified theme; (6) many writings do not follow a chronological flow; and (7) the inconsistency between the setting of the place and time and the content of the writing.

From the problems identified in learning to write, it can be concluded that the main cause of failure to achieve the learning target is the lack of media used in the learning process. Teachers tend to rely only on textbooks as the only learning medium. The teaching and learning process is also still carried out conventionally, where the teacher explains the material, students listen and take notes, and then students are given the task of composing with a topic that has been determined by the teacher.

Such a learning process obviously cannot motivate or attract students' interest in writing. Failure to achieve learning goals is a problem that needs to be solved. In order for learning targets to be achieved more effectively, the application of more interesting and innovative learning media can be an option (Wiana, 2018).

As a tool in the teaching and learning process, learning media plays a role in clarifying the meaning of the message conveyed so that learning goals can be achieved more effectively. The use of interesting learning tools can help students connect the knowledge they have with the experiences they have seen or felt, making the learning process more memorable. Learning media currently plays an important role in optimizing the quality of learning (Ahmad, 2021).

In addition to helping teachers, learning media also positively impacts students' enthusiasm, making it easier for them to understand the material provided.

Teachers can choose from many types of learning facilities, ranging from simple to more sophisticated. According to the number of senses involved, learning facilities are divided into three categories: audio, visual, and audio-visual. These three categories have the same goal, which is to make learning more meaningful and support the achievement of learning targets. However, the success rate of each tool can be different, not depending on the level of difficulty but rather on the number of senses involved in the learning process. The more senses are followed, the higher the probability of success in achieving learning goals (Conrad et al., 2024).

Compared to audio or visual media, audio-visual media involves more senses in the process of receiving information. This medium uses both senses, sight, and hearing, simultaneously. Learning that utilizes audio-visual media has a higher success rate

compared to the use of only one type of media, audio or visual (Olagbaju & Popoola, 2020).

Animated videos are one of the audiovisual media that can benefit learning to write. An attractive display can increase students' interest in learning, while the simultaneous use of the senses of sight and hearing is desirable to increase students' understanding of the material provided. The sequence of images presented in the animated video will also stimulate students to write a narrative with a structured and clear story (Mongar, 2019).

The presence of digital technology today has caused changes in the field of learning, one of which is the emergence of Web 2.0, called social sites. The world of education also makes a lot of use of Web 2.0 in its educational process. It is an obstacle for Indonesian teachers to continue to carry out innovation and creativity, especially in the field of educational media, to keep pace with the growth of today's era, which uses a lot of digital technology by utilizing the existing internet network. If Web 2 sites. 0 can help add to training and make training more effective and engaging. The latest Web 2.0 learning environment includes Padlet media (Boateng & Nyamekye, 2022).

As a suitable online learning medium, Padlet offers a virtual Pinterest board feature where students can upload files, such as Word documents, YouTube videos, and PowerPoint presentations. Padlets are collaborative, allowing everyone who has access to interact and provide comments (Rath, 2025). This media effectively improves learning because it can replace the whiteboard to store information and support more active interaction between students and teachers (Kharchenko et al., 2024).

The Padlet app has the potential to strengthen the relationship between teachers and students, as well as encourage student motivation by offering easy and continuous communication. Using Padlet can also increase students' understanding of the material studied (Subramaniam & Fadzil, 2021). Therefore, Padlet can be an effective tool in education and a fun learning method for students (Baidoo et al., 2022). Online learning emphasizes the importance of students' foresight and precision in absorbing knowledge online (Hidayat et al., 2024).

The reason for choosing animated videos is because they offer a unique visual experience and convey important messages. Animated video development involves a creative team spearheaded by researchers. Different types of animated videos have been developed for various purposes, including cartoons, stop motion, 3D characters, and real object-based animation. As animation technology advances, animated videos remain a popular medium and will continue to amaze audiences in the future (Wibowo et al., 2024).

Once the basic knowledge of writing is developed with the help of animated videos, students can proceed to the practical stage with Padlet. Through Padlet, students can share their writing with classmates and teachers and receive constructive feedback and suggestions. Students can also see their classmates' writing, learn good writing techniques, and broaden their horizons in writing. Thus, collaboration through Padlet can improve students' writing skills through active learning and mutual help. The

novelty of research conducted with animated videos and Padlets to improve students' writing skills is a new method of engaging eff,ective, and more interactive student learning. By utilizing technology in teaching, students can learn with interest and feel actively involved in the learning process. This research opens the door to new ideas and innovations in increasing learning standards and developing students' writing skills in today's digital era.

One issue that arises in elementary school students learning to write narratives is their lack of interest in attending lessons, which is influenced by their lack of interest in the means used by teachers in the learning process. Media affects students' writing skills. The researcher wants to see a comparison of learning using animated videos and pallets reviewed based on the ability of elementary school students' writing skills.

Problem Formulation

Referring to the background of the problem that has been explained earlier, several issues can be identified, namely:

1. Does the writing capacity of students who use pallets and animated videos differ?
2. How do pallets and animated videos apply to students' writing skills?
3. How do students view the use of animated videos and pallets on writing skills?

Research Objectives

According to the background of the problem formulation that has been described earlier, it can be known several study objectives, namely:

1. To understand the difference between students' writing capacity using pallets and animated videos.
2. To determine the use of pallets and animated videos on students' writing skills.
3. To find out students' views on using animated videos and pallets on writing skills.

Benefits of Research Results

This study is expected to provide theoretical and practical benefits, which can be explained as follows, among others:

Theoretical usefulness

This study is desired to contribute to the development of quality education by increasing the capacity of students in the language study sector, especially in writing materials. In addition, the results of this study can provide new insights for teachers, especially teachers in elementary schools, regarding the use of appropriate facilities in learning Indonesian, which can make students more active and creative in the learning process.

Practical usability

The study aims to provide practical benefits for:

a. Student

Offering solutions to encourage student's interest in learning in Indonesian so that improving narrative writing skills becomes easier.

b. Teacher

As a source of inspiration for fellow teachers in utilizing video facilities to hone students' writing skills.

c. Principal

With the results of this study, school principals are expected to be able to support and facilitate the use of effective video facilities by teachers to create quality learning.

d. Researchers

Scientifically researching the effect of video media on the skill of writing descriptions of grade V students at SDN Jatiwarna 2, Bekasi City.

e. Next Researcher

This is a reference for future researchers who will work on the same study.

RESEARCH METHODS

Type of Research

This study uses a mixed methods research design combining quantitative and qualitative approaches. This technique is used when researchers want to evaluate outcomes and processes and combine both approaches in one study (Pregoner, 2024). This study uses quantitative techniques to evaluate the difference in the writing capacity of students who use Padlet and animated videos. In contrast, qualitative methods are used to explore how the process of using the two media can improve students' writing skills.

Quantitative Research Methods

The quantitative research methods used are descriptive and inference methods with quasi-experiments. Research with descriptive methods uses observations, interviews, or questionnaires as a way to collect data on the condition of the subject (Mazhar et al., 2021), which is the focus of the researcher's attention. The data analysis was carried out using descriptive statistics, and inferential statistical analysis was continued to be applied to test the research hypotheses.

Research Design

This study is a quasi-experimental research with *a* design from Cohen (Siedlecki, 2020), namely *The pretest-posttest two-treatment design*. This design consists of one experimental class with two different treatments. The first treatment used animation video, and the second treatment used padlets. The consideration of using the design of this study is that the existing class has been formed beforehand so that random grouping of students is no longer carried out (Fagerholm et al., 2025). The experimental design in this study can be described as follows:

O1		X1	O2
O1		X2	O2

Information:
O1   : Pretest
O2   : Posttest

X1 :P using Animated Video Learning
X2 : Treat using Padlet learning

Research Location

  The location of the research will be carried out at SDN Jatiwarna 2, Pondok Melati District, Bekasi City. The location above is determined with the consideration that the research site is located where the researcher is on duty, and the researcher finds it easier to carry out a series of research activities according to the needs.

RESULTS AND DISCUSSION

Descriptive Analysis of Padlet Media

  The learning process is carried out by displaying pallet media in front of students, then observing, testing for writing skills, and then analyzing by researchers. The assessment was carried out in class 5. a student with a total of 33 people, with a total of 100% preservation. This means that all students write a piece of paper and then collect it from the teacher for assessment. This can be seen in the following SPSS output data.

  It is known that the number of students who take part in the pretest is the same as the number of students who post; in other words, all students collect writings from the results of observations on the pallet media so that the percentage of attendance is 100%. Then, from 33 students, the writing is assessed based on predetermined criteria so that the minimum score for the pretest is 30 and the maximum score is 60, then the difference between the maximum and minimum scores is 30, while the average score obtained in the pretest is 47.27 with the number of student scores is 1560 and the standard deviation is 7.915

  While the data for the posttest was obtained the minimum score for the posttest was 80 and the maximum score was 100, then the difference from the maximum and minimum scores was 20, while the average score obtained on the posttest was 88.64 with the number of student scores being 2925 and the standard deviation was 5.488.

  For more details in the presentation of the data, it is shown in the histogram as seen in the following figure:
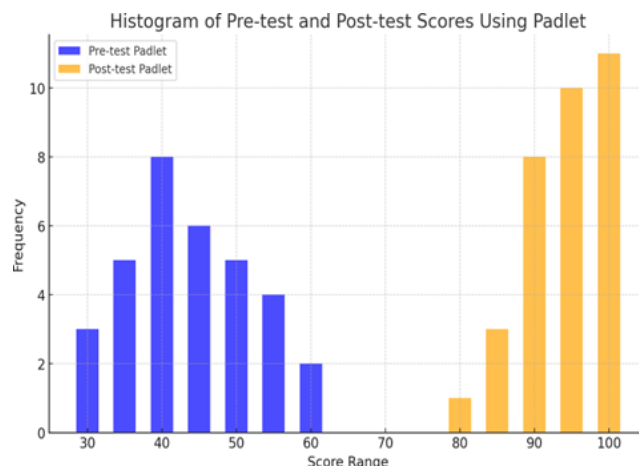
Figure 1. Pre-Test and Post-Test Histogram of Padlet Media

The following is a histogram showing the frequency distribution of pre-test and post-test scores in the use of Padlet as a learning medium. This histogram illustrates the comparison between the pre-test score (blue) and the post-test score (orange), showing an increase in the frequency of higher scores in the post-test compared to the pre-test.

Descriptive Analysis of Animation Video Media

The learning process is carried out by displaying animated video media in front of students, observing and testing their writing skills, and then analyzing them by researchers. The assessment was carried out in class 5. a student with a total of 33 people, with a total of 100% preservation. This means that all students write a piece of paper and then collect it from the teacher for assessment.

It is known that the number of students who take part in the pretest is the same as the number of students who post; in other words, all students collect writing from the results of observations on animated video media so that the attendance percentage is 100%. Then, for 33 students, the writing was assessed based on predetermined criteria, such that the minimum score for the pretest was 25 and the maximum score was 45. The difference between the maximum and minimum scores was 20, while the average score obtained in the pretest was 36.21, with the number of student scores being 1195 and the standard deviation being 5.867.

While the data for the posttest obtained the minimum score for the pretest is 50 and the maximum score is 80, then the difference between the maximum and minimum scores is 30, while the average score obtained in the posttest is 67.12 with the number of student scores is 2215 and the standard deviation is 7,607 For more details on the presentation of data, the following data is presented in the form of a histogram, which can be seen in the figure below:
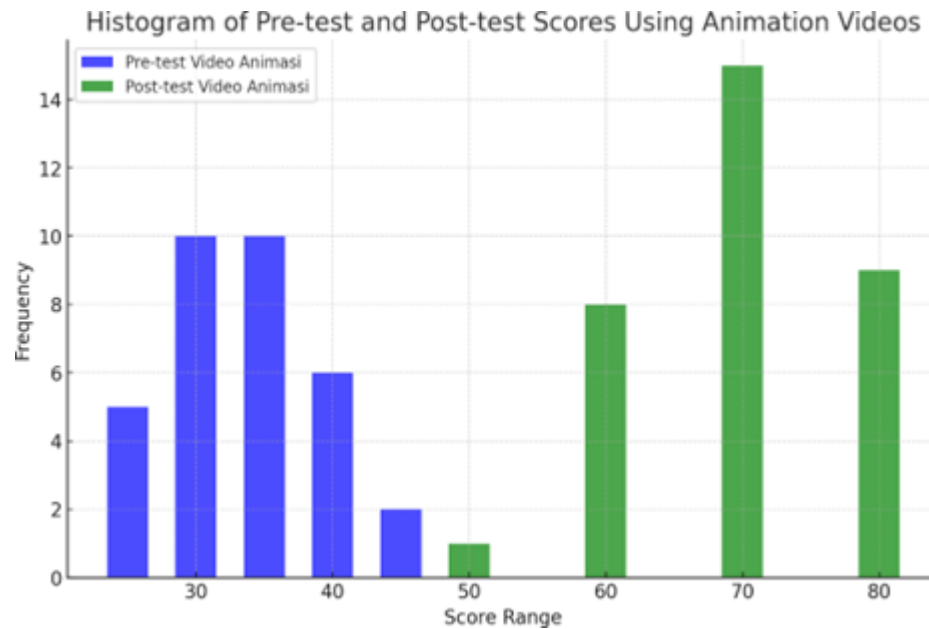
Figure 2. Pre-Test and Post-Test Histogram of Animated Video Media

The following is a histogram showing the frequency distribution of pre-test and post-test scores in the use of animated videos as a learning medium. This histogram illustrates the comparison between the pre-test score (in blue) and the post-test score (in green), showing an increase in the frequency of scores in the post-test compared to the pre-test.

Results of Analysis from Qualitative Research Design Data

The first qualitative data method applied to this study is the documentation, interview, and observation methods. The documentation method utilizes document data, namely the results of students' work in completing description writing skills. The second data collection method is an interview conducted through dialogue with several students regarding the use of Animation Video and Padlet media. The third data collection method is the observation of students who are participating in learning and working on writing skills problems. Observations are carried out directly and communicated visually/audio/video. The researcher here uses the Triangulation method that has been celebrated above, illustrated in the figure below.
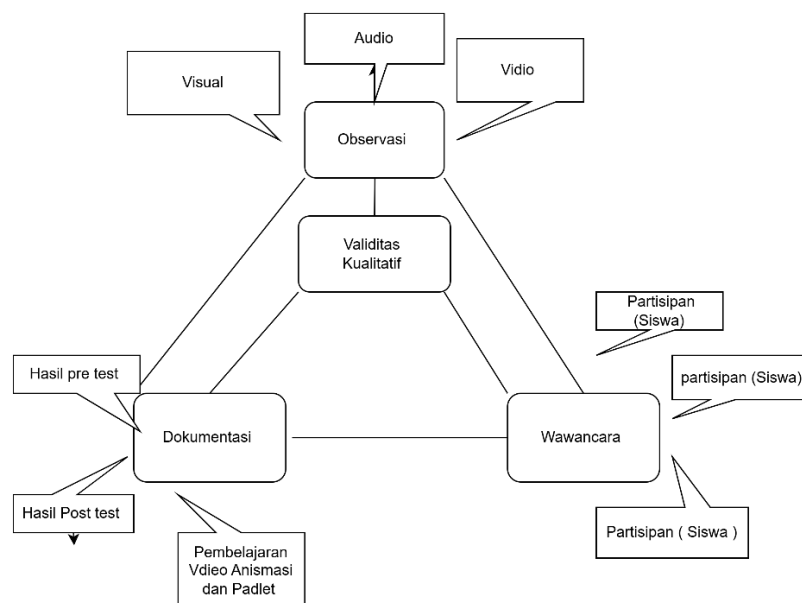
Figure 3. Triangulation Method

From the results of the research, which included observation of learning activities and interviews with several students, the results of interviews obs, observations, and documentation were obtained as follows.

Animation Video Media Analysis

Based on the results of observations on the use of animated videos in writing skills, animated videos succeed in attracting students' attention and increasing their involvement in learning. Most of the students looked enthusiastic and focused while watching the video, with a high level of curiosity. They showed full attention to the video without being distracted by other activities, indicating that this medium was effective in focusing students' attention. Animated videos inspire students to use visual and narrative elements in their writing assignments. Many students include visual descriptions, such as colors or moods seen in the video, and even use dialogue or character expressions as part of their story. This shows that animated videos can help students develop writing skills by incorporating creative ideas. Most students can understand the ideas or messages conveyed through animated videos well. They are able to mention the main theme, the purpose of the characters, and the main conflicts in the story. This shows that animated videos are effective in conveying material clearly and understandably to students. In general, the quality of students' writing improves after the use of animated videos. Students become more confident and enthusiastic in completing writing assignments. However, there are still some students who have not been able to complete the assignment well, which may require additional support in the writing process. While some students show creativity in developing stories, others rely too much on video content and struggle to add their own imaginative elements. Some students seem to have difficulty in developing new ideas independently, which

suggests that they still need further guidance to improve their creativity. Student Response to Animated Videos**:** Most students feel that animated videos help them understand how to describe objects more easily, and many students admit to being more motivated because animated videos are considered fun and easy to understand. However, 35% of students felt the video was too fast, so they had trouble capturing all the details in the description. For the results of interviews with several students, the following results for writing skills using animation video media are as follows: How was your experience when watching animation videos in learning to write descriptions? Answer: "I feel that animated videos help me better understand how to write descriptions well. Moving video makes me more interested and makes it easier to understand how to describe an object or place in detail." Do you find animated videos to make learning more fun? Answer: "Yes, because animated videos are not boring. There are interesting images and movements, so I don't get bored quickly. Learning becomes more fun and exciting." Are there any difficulties you face while watching an animated video or when writing a description after watching a video? Answer: "Sometimes I feel that the video is too fast, so I have to watch it several times to understand all the information well. Sometimes, I was also a bit confused about finding the right words to describe objects.". Can you understand the material conveyed using the animated video made by the teacher? Answer: "Sometimes I understand, but there are parts that are too fast or too much information at once, so it's hard to remember. If I had been given a pause to record important points, maybe I would have understood it more easily." Here are the steps on how to use animated videos for learning:

Determining Learning Objectives

a. Identify MaterialsChoose materials that are appropriate for the use of animation, such as:
1) Explanation of abstract concepts (e.g., school environment).
2) Stories or narratives to improve writing skills.
3) Step-by-step guide to writing
b. Set GoalsExample:
1) Students are able to write stories based on animated videos.
   2. Selecting or Creating an Animated Video
      Create Your Own Animated Video Using Animaker
   3. Plan Learning with Animated Videos
a. Preparation
1) Students help prepare the device (computer, projector, or screen) to be ready for use.
2) Check your internet connection or download the video for offline use.
b. Determine a Teaching Strategy
    Students are asked to note down important points while watching
   4. Implementation
1. Broadcast Video

a. Make sure students are focused and understand the purpose before watching the video.
b. Show the video at an appropriate length (avoid being too long).
2. Provide Additional Explanation
a. Stop the video at a certain point to provide an explanation.
b. Ask lighter questions to engage students.
   5. Advanced Activities
a. Writing Assignment
1) Have students write a summary or opinion about the video.
2) Have a group discussion to explore the material.

Padlet Media Analysis

From the results of observation, almost 85% of grade V students showed good involvement in writing activities using Padlet. They actively write and participate in providing feedback on their friends' writing. Padlet increases students' confidence in writing because they can share the results of their writing directly and see other people's writings, whereas the quality of the writing descriptions varies between students. Some students can describe objects or events in great detail, use appropriate descriptive vocabulary, and construct sentences clearly. However, there are also students who have difficulty writing in detail and need further guidance. Here is a guide to the basic steps of using Padlet:

Create an Account

Students access the Padlet Website by opening the padlet.com through the browser on your PC/Laptp or downloading the Padlet app on your mobile device. After that, Register or Log in to the padlet platform If you don't have an account, click Sign Up to register. You can use your email or Google account. If you already have an account, click Log In. Then you can choose to use the padlet as a person, teacher, student or team.
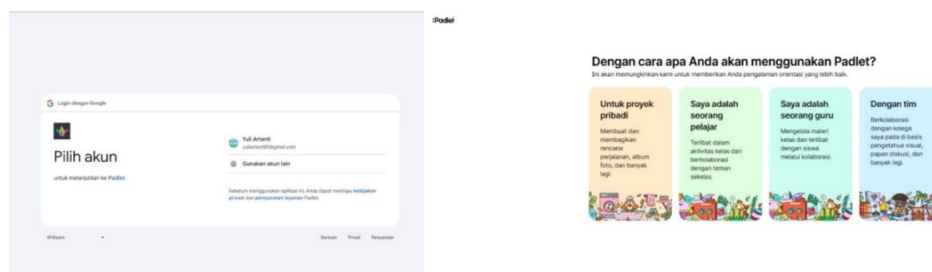

Figure 4. Padlet Media Usage

Creating a New Padlet

After logging in, click the "Make a Padlet" button on the dashboard, then select the type of display (template) you want, such as:
a. Wall: to compose content such as walls.

b. Canvas: for free connection between content.
c. Grid: for content that is organized in columns.
d. Shelf: to organize content in categories or columns.

Setting Up Padlets

a. Change Name and DescriptionClick on the pencil icon to give a special title, description, or icon to your Padlet.
b. Select BackgroundAdjust the background to make it more interesting (for example, plain colors or images).
c. Set Privacy
d. Private: only you can access.
e. Password-protected: requires a password.
f. Public: everyone can see or contribute.

Adding Content

a. Click the **"+"** button or an empty area on the board to create a new post.
b. You can add:
1) Text
2) Picture
3) Video
4) Link
5) Document
6) Drawn images directly on the screen.
7) The content will automatically be saved to the board.

Collaborate

1. Click the Share icon in the top right corner to invite students or others.
2. Share a link or QR code.
3. Set collaborator roles:
a. Can read: just read.
b. Can write: can add content.
c. Can edit: can edit the entire board.

Reviewing and Curating Content

a. Drag and rearrange the post if needed.
b. Use comments to provide feedback on specific posts (if enabled).
c. Reactions such as "like," "vote," or "rating" can be added to the post

Storing and Sharing

1. Download Boards: You can download boards in PDF, image, or CSV format via the Export menu.
2. Share on Social Media: Padlets can be directly shared on platforms such as WhatsApp, Twitter, or email.

For the use of Padlet in the skill of writing descriptions for grade 5 students as follows

Creating a Collaborative Board for Writing

a. Choose the Right Template. Use a template like "Wall" or "Shelf" for writing activities to make it easy to set up.
1) *Wall*: Suitable for free ideas.
2) *Shelf*: Helps students organize writing by theme, paragraph, or section of writing (introduction, content, closing).
b. Set Clear InstructionsAdd a Padlet board title and description, such as:
1) *"Write a short story with a friendship theme.0."*
2) *"Share your idea or draft essay in this column."*

Provide Writing Topics or Guides
Add the initial content as an example or guide for students:
a. Images or videos to spark ideas.
b. This is an inspirational quote to start the story.
c. Writing framework (such as 5W+1H for essays).

Students Write and Share
Instruct students to add their own posts in Padlet:
a. Short writing such as stories, essays, or poems.
b. Responses to questions or assignments.3
c. Group collaboration is where each student writes a specific part of a story.

Collaboration and Feedback
a. CollaborationStudents can read their friends' writings and collaborate with them.
Add follow-up ideas and provide constructive comments.

Teacher and Friend Feedback
Enable comment and reaction features to provide:
1) Direct correction on student writing.
2) Praise or constructive feedback through reactions (likes, votes, ratings).

Writing Skills Enrichment
In the enrichment of writing skills, such as
Ask students to revise their writing based on feedback.
a. Compile a longer article based on the initial draft.
b. Create a story merge if the collaboration is done in a group.

Evaluation and Publication
a. EvaluationUse the Padlet board to see the overall progress of the student's writing.
b. Teachers can download all the writing for further assessment.
c. PublishShare your best writing with the entire class or community through the Export feature (PDF or link).
d. This can increase students' motivation to write better

For Response to Padlet, the majority of students responded positively to the use of Padlet. They feel that Padlet gives them the freedom to write, share, and get feedback. Some students find it easier to write using Padlet than writing in a traditional notebook. For the results of interviews with several students, the following results for writing skills using Padlet media are as follows: How was your experience when using Padlet to write descriptions? Answer: "My experience was very pleasant because

Padlet allowed me to write descriptions more easily. I can immediately add my ideas in the available columns and see what my friends are writing as well." How do you feel when using Padlet compared to writing in a regular book? Answer: "I find it easier and faster when using Padlet. In Padlet, I can type right away without worrying about pages or ink. In addition, I can see and interact with my friends' writing, which makes me more excited." After using Padlet, do you find it easier to write descriptions? Why? Answer "Yes, after using Padlet, I find it easier. In Padlet, I can write and edit right away, and I can see examples of my friends' writing, so I know how to write more clearly. How do you use the features in Padlet to support learning (e.g. discussion columns, image uploads)? Answer: I use the discussion column to share my opinion or idea about my sincerity, which is to write a description of the school environment and there is a column that helps me understand the perspective of other friends, and if there is something I don't understand, I can ask there to get answers from teachers or friends. From several observation results, it can be said that padlet has several advantages that make students interested in participating in learning. This is also supported by the results of the students' writing skills test, the average percentage of scores is much higher than that of animated video media. This shows that padlet as one of the learning media platforms is quite in demand and adds to students' interest in learning.

Differences between the writing skills of students who use padlets and animated videos

It is known that the number of writing skills data for the animation video group is 33 students. While the padlet group is 33 students. The average score of students' writing skills or Mean for the animation video group was .4860. Meanwhile, for the padlet group, it was .7853. Thus, statistically descriptively, it can be concluded that there is an average difference in students' writing skills between the animation video group and the padlet group. Based on the output above, it is known that the value of sig.levenes's test for equality of variance is $0.960 > 0.05$, so it can be interpreted that the variance of the data between the animation video group and the padlet is homogeneous or the same. In the equal variance assumed part, it is known that the value of sid (2 tailed) is $0.000 < 0.05$, then some of the basis for decision-making in the Independent Sample Test can be concluded that H0 is rejected and Ha is accepted. Thus, it can be concluded that there is a significant (real) difference between the average learning skills of animation videos and padlet students.

This data shows that there is indeed a difference or improvement in students' writing skills from the results of the pretest and post test, but the increase is not so dominant that new innovations are needed to be able to use learning media more effectively. The data of the pst test and pretest can be seen in the attachment of the post test and student pretest. Based on this data, it is clear that the improvement of students' writing skills has increased drastically after carrying out the learning process using padlet media. This can be seen because the difference in scores obtained by students from the pre-test and post-test is quite far and the writing skills of students whose learning uses padlets is better than students who learn using animated videos.

The results of this study are in line with research conducted by (Ponza, 2018) which states that the results of the effectiveness test of the development of learning animation video media on students' thematic learning achievement have shown that learning animation videos have a significant influence on students' academic performance. Students' thematic learning outcomes are very different before and after using learning animation videos. The average pretest score was 55.5, and the average posttest score was 90.5. Thus, the thematic language learning outcomes of grade IV students at SD N 1 Kaliuntu can be significantly improved by using learning animation videos.

Similarly, in line with research (Maulana et al., 2023) on the feasibility of padlet application-based learning media, the final assessment results obtained from media experts received an average score of 4.00 with very good qualifications (Santoso et al., 2022). Then the results of the final assessment obtained from material experts obtained an average score of 4.90 with very good qualifications. Furthermore, in line with research (Dewi et al., 2023) based on the feasibility test of padlet application-based learning media, an average score of 3.1 from media experts with good qualifications was obtained. Then, the average score of the material expert is 3.35 with good qualifications.

This is also in line with (Rulianah et al., 2022) research, stating that the use of padlet application media can improve student learning outcomes, this can be seen from the acquisition of scores in cycle 1 to cycle 2, there was a significant increase from 32 students who scored above KKM, initially only 12 (37.5%) students increased to 27 (84.38%) students, as well as the average grade score from 62 to 87.

The use of padlets and animated videos on students' writing skills

In this study, the documentation instruments, the use of Padlet media and animated videos were tested on students' description writing skills. Animated videos in learning include several structured steps designed to improve students' understanding and encourage them to apply the material through writing skills. Learning materials are selected based on their compatibility with the advantages of animated videos, such as explaining abstract concepts, supporting story narratives, or providing guidance through the process steps. Supporting devices, such as computers, projectors, or screens, are set up to ensure smooth video playback. Animated videos can be created independently using platforms like *Animaker* or selected from relevant sources, ensuring offline access if needed. Additional explanations are given at key moments during the video, and trigger questions are used to engage students in the learning process. Students are asked to write a summary, opinion, or description based on the video they have watched, aiming to strengthen their writing skills. Animated videos are used as a source of inspiration for writing assignments. Students are asked to create summaries, opinions, or descriptions, which reinforce their literacy skills. The use of Padlet in learning, especially for student description writing skills, includes the following steps: Students and teachers need to register or log in to Padlet through a browser or application. Once logged in, teachers can create a new Padlet by selecting

the appropriate template for the learning activity (example: *Wall*, *Shelf*, or *Grid*). Teachers set the Padlet's name, description, background, and privacy level to suit learning needs. Padlets can be set to *private*, password protected, or *public* for collaboration. Teachers or students can add different types of content, such as text, images, videos, documents, or links. Every post is automatically saved, making it easy to collaborate directly. Teachers share links or QR codes with students, as well as set access rights (read, write, or edit only). Students can collaborate by adding ideas, completing a friend's writing, or making constructive comments. Teachers provide guidance or writing topics through examples, images, videos, or frameworks (such as 5W+1H). Teachers can provide frameworks or media (images, videos) in Padlet to spark students' creative ideas. With the 5W+1H model, students are trained to compose clear and structured descriptive paragraphs. Students write and share stories, essays, or poems individually or in groups. Teachers use Padlet to assess student progress and download writing for further analysis. The best writings can be published to the class or community, increasing students' motivation to write better besides that students can share and learn from each other through an interactive platform. Direct Feedback where teachers and friends can provide comments to improve the quality of writing. Through these steps, Padlet helps students develop description writing skills in a more interactive, effective, and fun way.

Students' views on the use of animated videos and padlets on writing skills

After conducting documentation instruments, observations, and interviews to explore students' views on the use of animated videos and Padlets in learning writing skills, several important insights were found regarding the effectiveness and experience of students in using these two media. The following is a discussion of the results of the instruments used: Documentation is used to see physical or digital evidence of the learning outcomes carried out by students, such as writing posted on Padlet or the results of writing assignments after watching animated videos. This documentation aims to see if the use of these two media has an effect on the quality of student writing. Students who use Padlet show improvements in terms of writing structure and completeness of ideas. They tend to structure their writing more neatly and in detail because they can view and edit their writing directly on the visual-based platform. Students who used animated videos also showed improvements in their understanding of the writing steps, but their creativity and idea development were more limited. Although animated videos provide clear guidance on how to write, students are more focused on following instructions than developing ideas independently. The Observation Method was carried out to observe directly how students interacted with both media (Padlet and animated video) during learning. Observation focuses on aspects such as active participation, interaction with friends, and the ability to organize ideas. In the use of Padlet, students are actively involved in commenting on their friends' writing, providing constructive feedback, and revising their writing based on the feedback provided. This shows that they are collaborative and involved in the learning process together. In the use of animated videos, students work more

individually. They seem to be more focused on following video instructions without interacting much with their friends. This shows that although they obtain useful information, the lack of social interaction makes their learning more isolated. Interviews are used to explore students' direct views on their experiences in using Padlet and animated videos in writing learning. This interview focused on students' perceptions of both mediums and their impact on their motivation and writing skills. Students who used Padlet revealed that they felt more motivated because they could share their writing with their friends and get immediate feedback. They feel that they are more helped by the ability to revise their writing based on the suggestions received. A study by Artanto & Khaq (2022) shows that collaboration in Padlet increases student engagement and their motivation to learn. The process of sharing ideas directly through Padlet also encourages students' creativity and confidence. Students also feel more confident because there is a discussion process involving their friends, whereas students who use animated videos feel that this medium explains the steps in writing very clearly, but they feel less involved in the learning process. Some students stated that they were less interested because the animated videos only provided instructions without any room for discussion or interaction. So it can be concluded that students prefer the use of Padlet in writing learning compared to animated videos, especially in terms of collaboration, creativity, and emotional engagement. Padlets are proven to be more effective in improving students' writing skills because they provide space for social interaction, collaboration, and giving feedback that can improve and develop students' writing Ani.mated videos, while effective in providing technical instruction and motivating students, do not provide enough space for students to collaborate, which can reduce their creativity and development of ideas in writing.

CONCLUSION

Chapters I to Chapter IV have described the background of the problem, literature review, research methods, and quantitative and qualitative data processing and analysis to answer research hypotheses/questions. Based on all the descriptions in the previous section, some of the conclusions of the research, implications and recommendations obtained are as follows: Although Animated Video media and padlets have their own benefits, Padlets show higher effectiveness in improving students' writing skills in the classroom. The use of animated videos and Padlets in learning shows that both can be designed in a structured manner to improve students' understanding and develop writing skills. Padlets are more in demand than animated videos by students due to their higher aspects of collaboration and emotional engagement, which overall supports more effective and creative writing learning.

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