available at https://jeell.upjb.ac.id

P-ISSN 2356-5446
E-ISSN 2598-3059

Volume 13
No. 2, 2026
page 184-195

Article History:
Submitted:
14-05-2026
Accepted:
21-06-2026
Published:
22-06-2026

THE USE OF PADLET FOR PEER ASSESSMENT: ITS EFFECT ON STUDENTS' ENGAGEMENT IN ENGLISH CLASSES

Iftia Rahmania[1], Muh Fajar[2]
[1,2] English Education,University of PGRI Jombang
Email: irahmania73@gmail.com [1]
fajarplandistkipjb@gmail.com [2]

URL: https://jeell.upjb.ac.id/index.php/files/article/view/151
DOI: https://doi.org/10.32682/jeellv13i2.151

Abstract

This study aimed to determine the effectiveness of Padlet in peer assessment on students' engagement in the English classroom. The researcher used experimental research with a quasi-experimental design. Therefore, the researcher determines the experimental and control groups without random assignment. Both groups consisted of 29 students, with the total sample for this research was 58 students from the eleventh grade of State Senior High School in Jombang, East Java, Indonesia. Questionnaires were given to students as the instrument of the research. The data analysis using Analysis of Covariance (ANCOVA) was used to answer the research question. The result showed that the significance value of media or Padlet is 0.436, which is higher than the Alpha value, 0.05. It means the Null Hypothesis (H0) is accepted and the Alternative Hypothesis (Ha) is rejected. In other words, there is no significant difference in students' engagement who are taught English using Padlet media and those who are not. Further, the initial conditions of engagement have a greater effect than the use of media (Padlet) on students' engagement in the English classroom. The researcher suggests that future studies pay more attention to the initial conditions of student engagement and examine in greater depth factors other than media that may influence student engagement in English classroom.

Keywords: *Padlet, Peer Assessment, Student Engagement*

To cite this article: Rahmania, I., & Fajar, M. (2026). The use of padlet for peer assessment: its effect on students' engagement in English classes. *JEELL: Journal of English Education, Linguistics and Literature*, 13(2), 184-195, https://doi.org/10.32682/jeellv13i2.151.

Introduction

Student engagement has become one of the most important aspects in creating effective learning experiences in English classrooms. Engagement refers to students' active participation, emotional involvement, cognitive investment, and contribution during the learning process. According to Christenson et al. (2012), student engagement involves active participation in educational activities and commitment to learning goals that lead to meaningful academic outcomes. Similarly, Reeve and Tseng (2011) describe student engagement through four interconnected dimensions: behavioral, emotional, cognitive, and agentic engagement. These dimensions represent how students act, feel, think, and contribute during classroom learning activities.

In English language learning, student engagement plays a significant role because students are expected not only to understand the material but also to actively communicate, collaborate, and reflect on their learning experiences. However, many classrooms still rely on traditional assessment methods such as paper-based tests and multiple-choice questions, which often fail to encourage students' active participation. Conventional assessment practices tend to position students as passive recipients of scores rather than active participants in the learning process. As a result, students may experience boredom, lack of motivation, and low participation during assessment activities.

One alternative approach that can increase students' participation is peer assessment. Peer assessment is a form of formative assessment in which students evaluate and provide feedback on their classmates' work. Topping (2009) explains that peer assessment can improve students' critical thinking, collaboration skills, and self-reflection. Through peer assessment, students become more actively involved in evaluating learning outcomes, exchanging ideas, and developing responsibility toward their own learning process. In English classrooms, peer assessment also creates opportunities for students to communicate, provide constructive feedback, and improve language skills collaboratively.

The development of educational technology has further transformed the implementation of peer assessment in classrooms. Technology-assisted peer assessment provides faster feedback, increases learning interaction, and encourages students to engage more deeply with learning materials (Gikandi et al., 2011). One of the digital platforms widely used to support collaborative learning and assessment is Padlet. Padlet is an online collaborative platform that allows users to share texts, images, videos, audio recordings, and links in a virtual interactive wall. Its accessibility,

simple interface, and collaborative features make Padlet suitable for educational environments, particularly in English language learning.

The integration of Padlet into peer assessment activities offers several educational advantages. Padlet enables students to provide feedback in real time, interact with peers actively, and participate in collaborative discussions regardless of time and space limitations. In addition, Padlet provides a more engaging and interactive learning atmosphere compared to traditional paper-based assessment methods. According to Selwyn (2016), digital tools can improve classroom engagement, creativity, and interactivity. Likewise, Nugroho et al. (2020) found that Indonesian students became more motivated and actively involved when using digital platforms such as Padlet for collaborative activities.

Several previous studies have highlighted the positive impact of Padlet on classroom learning and engagement. Zainuddin et al. (2020) revealed that Padlet significantly enhanced students' classroom engagement through active learning activities. Jaafar et al. (2023) also emphasized that Padlet positively influenced students' cognitive and emotional engagement in blended learning environments. Furthermore, Gill-Simmen (2021) found that Padlet promoted cognitive engagement by encouraging students to integrate and reflect on knowledge collaboratively. Other studies by Rashid et al. (2019) and Beltran-Martin (2019) demonstrated that Padlet effectively supported collaborative learning among students.

Despite these positive findings, studies specifically examining Padlet as a peer assessment tool to enhance student engagement remain limited, particularly in Indonesian senior high school contexts. Most previous research focused on Padlet as a general learning platform, collaborative tool, or writing support media rather than as a technology-assisted peer assessment tool. In addition, previous studies often concentrated only on certain dimensions of engagement, especially cognitive engagement, while fewer studies explored student engagement comprehensively through behavioral, emotional, cognitive, and agentic dimensions simultaneously.

Preliminary observations conducted at one of State Senior High School in Jombang, East Java, Indonesia indicated that students tended to show low enthusiasm during conventional assessment activities in English classes. Many students appeared passive and less interested when assessments were conducted through traditional paper-based methods. However, students demonstrated greater enthusiasm and participation when online platform-based assessments were introduced. This condition

suggests that integrating digital tools such as Padlet into peer assessment activities may influence students' engagement positively.

Based on these considerations, this study investigates the use of Padlet for peer assessment and its effect on student engagement in English classrooms. This research focuses on four dimensions of engagement: behavioral, emotional, cognitive, and agentic engagement among eleventh-grade students at State Senior High School. The study is expected to contribute both theoretically and practically to the implementation of technology-assisted assessment in English language learning by providing evidence regarding the effectiveness of Padlet in enhancing student engagement.

Research Methods

Design

This study employed a quantitative approach using a quasi-experimental research design, especially a non-equivalent control group design to investigate the effect of Padlet-assisted peer assessment on students' engagement in English classrooms. The design involved an experimental group that received Padlet-assisted peer assessment and control group that received conventional instruction, without random assignment of participants. The study aimed to examine whether the use of Padlet as a peer assessment tool significantly influenced students' behavioral, emotional, cognitive, and agentic engagement.

Participants

The research was conducted at State Senior High School in Jombang, East Java, Indonesia, during the 2024/2025 academic year. The population consisted of eleventh-grade students. Two intact classes, 11-A and 11-C, were selected as the research samples using an intact classroom sampling technique. Class 11-A was designed as the experimental group, while Class 11-C served as the control group. The total number of participants was 58 students, with 29 students in each class. The experimental group consisted of 12 male and 17 female students, whereas the control group consisted of 14 male and 15 female students. The participants were aged approximately 16-17 years old. The experimental group participated in peer assessment activities using Padlet, whereas the control group conducted peer assessment using traditional paper-based methods.

Instrument

The main research instrument was a student engagement questionnaire adapted and modified from Reeve and Tseng (2011) and the Peer Assessment Academic Integrity Scale (PAAIS-24) developed by Blegur et al. (2024). The questionnaire consisted of 16 items measured using a five-point Likert scale ranging from strongly disagree to strongly agree. The instrument measured four dimensions of student engagement: behavioral, emotional, cognitive, and agentic engagement.

The study applied a pre-test and post-test quasi-experimental design. Before the treatment, both groups completed a student engagement questionnaire as a pre-test to measure their initial engagement levels. During the treatment sessions, both groups received the same English learning material on procedure text through class discussions and presentations. However, the assessment activities differed between groups. In the experimental group, students conducted peer assessment through Padlet by reviewing and commenting on their peers' work digitally. Meanwhile, the control group conducted peer assessment using conventional paper-and-pencil techniques. After the treatment, both groups completed the same questionnaire as a post-test.

To ensure the quality of the instrument, validity and reliability tests were conducted. Content validity was evaluated through expert judgment, while construct validity was analyzed using SPSS 25. Prior to its administration, the instrument underwent validity and reliability testing. The initial version of the questionnaire contained 20 items. The validity analysis showed that the corrected item-total correlation (r-count) values ranged from 0.094 to 0.490. Based on the validity criterion of r-count > 0.30, four items (P03, P04, P10, and P11) were identified as invalid and excluded. Consequently, 16 valid items were retained for the final questionnaire. According to Arikunto (2012:319), there are some interpretations of reliability criteria:

Table 1. the Reliability Criteria

The r $_{value}$	Interpretation
0.800-1.000	Very High
0.600-0.799	High
0.400-0.599	Medium
0.200-0.399	Low
0.000-0.199	Very Low

Table 2. Reliability of Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.811	16

The validity results showed that all questionnaire items were valid. In addition, the reliability test indicated a Cronbach's Alpha value of 0.811, which categorized the instrument as highly reliable.

Data Collection and Data analysis

The collected data were analyzed quantitatively using descriptive statistics and ANCOVA (Analysis of Covariance). Prior to the main analysis, normality and homogeneity tests were conducted to ensure that the data met the statistical assumptions. ANCOVA was then applied to determine whether there was a significant difference in student engagement between the experimental and control groups after the implementation of Padlet-assisted peer assessment.

Results and Discussion

Results

Resolving the research question, Analysis of Covariance (ANCOVA) is used to examine the difference in the mean of dependent variables related to the effect of a controlled independent variable, taking into account the effects of the uncontrolled independent variable. The result of descriptive statistics is presented below:

Table 3. Descriptive Statistics

Descriptive Statistics			
Dependent Variable: Post_engagement			
media	Mean	Std. Deviation	N
experiment group	66.55	6.615	29
control group	65.14	6.973	29
Total	65.84	6.774	58

According to the table above, it showed that the students who are taught English by using Padlet platform media had better engagement than students who are taught English without the Padlet platform media. It could be seen at the mean score that showed 66.55 for the experimental group and 65.14 for the control group.

Prior to conducting the ANCOVA analysis, the assumption of normality was examined to determine wether the data were normally distributed. The results of the normality test are presented below:

Table 4. The Result of Normality Test

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Padlet_media	Statistic	df	Sig.	Statistic	df	Sig.
Post_engagement	experiment group	.166	29	.040	.964	29	.418
	control group	.156	29	.068	.938	29	.090

a. Lilliefors Significance Correction

Based on the output of the normality test, the Shapiro-Wilk table showed that the significance value of post-engagement of the experimental group was 0.418. While the post-engagement of the control group was 0.090. So, it could be concluded that the data distribution of the experimental and control groups is normal because all the significant values are higher than 0.05.

The homogeneity test was conducted using Levene's Test to determine whether the variance of students' engagement score was equal across groups. The results are presented below:

Table 5. The Result of Homogeneity of Variance Test

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Post_engagement	Based on Mean	.366	1	56	.548
	Based on Median	.226	1	56	.636
	Based on Median and with adjusted df	.226	1	55.999	.636
	Based on trimmed mean	.326	1	56	.570

Based on the result of the homogeneity of variance test above, the significance could be seen in the mean. The mean value of post-engagement is 0.548, which is higher than the Alpha value of 0.05. Therefore, it could be concluded that the post-engagement data are homogeneous.

However, due to the different initial conditions, the post-engagement mean score needs to be adjusted from the initial condition. The adjusted post-engagement mean score is obtained and presented below:

Table 6. Adjusted Table
Estimates

Dependent Variable: Post_engagement

padlet	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
experiment class	65.712[a]	1.151	63.406	68.019
control group	66.373[a]	1.152	64.064	68.683

a. Covariates appearing in the model are evaluated at the following values: Pre_engagement = 62.14.

Furthermore, the effect of media (Padlet) in peer assessment activities on students' engagement in English classrooms can be seen in the table below:

Table 7. Tests of Between-Subjects Effects

Tests of Between-Subjects Effects

Dependent Variable: Post_engagement

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	717.311[a]	3	239.104	6.802	.001	.274
Intercept	588.051	1	588.051	16.728	.000	.237
media	21.682	1	21.682	.617	.436	.011
Pre_engagement	667.700	1	667.700	18.994	.000	.260
padlet * Pre_engagement	24.313	1	24.313	.692	.409	.013
Error	1898.292	54	35.154			
Total	254077.000	58				
Corrected Total	2615.603	57				

a. R Squared = .274 (Adjusted R Squared = .234)

Based on the table above, the significance value of media or Padlet is 0.436, which is higher than the Alpha value, 0.05. It means the Null Hypothesis (H0) is accepted and the Alternative Hypothesis (Ha) is rejected. In other words, there is no significant difference in students' engagement who are taught English using Padlet media and those who are not. The result of the data analysis indicates that there is no significant effect on students' engagement. However, looking at the significant value of the covariate is 0.000, which is lower than the Alpha value of 0.05.

Moreover, to know which one between media (Padlet) and pre-engagement has a bigger effect on student engagement, it can be seen from the Partial Eta Squared column. Media (Padlet) had 0.011 while the pre-

engagement got 0.260, to represent the effects of both variables, those values should be multiplied by 100% as follows:

Media	: 0.011 x 100% = 1.1%
Initial Conditions of Engagement	: 0.260 x 100% = 26%

It clearly displayed that media or Padlet in this research has a 1.1% effect on students' engagement, then students' initial conditions of engagement have a higher effect on the percentage, which is 26%.

Referring to the result of the descriptive statistics and test between-subject effects table, the conclusion is that the initial conditions of engagement have a greater effect than the use of media (Padlet) on students' engagement in the English classroom.

Discussion

The objective of this research was to examine the effect of Padlet-assisted peer assessment on students' engagement in English classrooms. The findings revealed that there was no significant difference in students' engagement between those who participated in Padlet-assisted peer assessment and those who engaged in conventional paper-based peer assessment. Therefore, the use of Padlet as a peer assessment medium did not significantly affect students' behavioral, emotional, cognitive, and agentic engagement.

The ANCOVA results further indicated that students' initial engagement levels contributed more substantially to the post-test engagement scores than the treatment itself. This finding suggests that engagement may be influenced more strongly by learners' pre-existing characteristics, such as motivation, participation habits, and willingness to engage in classroom activities, than by the instructional medium used during peer assessment. In other words, students who were already engaged at the beginning of the study tended to maintain higher levels of engagement regardless of whether peer assessment was conducted through Padlet or conventional paper-based methods.

One possible explanation for the non-significant findings is that both the experimental and control groups participated in the same peer assessment activities throughout the treatment period. The primary difference between the two groups was the medium used to facilitate the activity, with the experimental group using Padlet and the control group using conventional paper-based assessment. Since both groups were involved in reviewing peers' work, providing feedback, and reflecting on learning outcomes, the learning experiences of the two groups remained

largely comparable. Consequently, the use of Padlet as an alternative medium may not have been sufficient to produce a statistically significant difference in students' engagement.

Another possible explanation relates to the extent to which students utilized Padlet's interactive features during the treatment. Although Padlet provides opportunities for collaboration and interaction, classroom observations indicated that not all students actively engaged with these features. While all students uploaded their assignments to the platform, only a limited number of students actively provided comments and feedback to their peers. As a result, the potential of Padlet to enhance student engagement may not have been fully realized. Furthermore, the treatment was conducted over only three instructional meetings, which may have limited students' opportunities to become familiar with the platform and develop sustained engagement through its use.

This finding diverges from several previous studies that reported positive effects of Padlet integration on student engagement. Studies conducted by Aisyah et al. (2024), Gill-Simmen (2021), Jaafar et al. (2023), Reyes and Isabel (2024), and Zainuddin et al. (2020) found that Padlet enhanced student participation, interaction, collaboration, and engagement in learning activities. These studies suggest that Padlet can serve as an effective platform for facilitating active learning when its interactive features are fully utilized.

However, the present findings are consistent with those reported by Rofi'ah et al. (2024) and Deni and Zainal (2015), who found that the effectiveness of Padlet is not always guaranteed across learning contexts. Their studies revealed that some students experienced difficulties in using Padlet and did not consistently perceive the platform as beneficial for learning activities. These findings indicate that technology integration alone does not automatically increase student engagement and that successful implementation depends on how learners interact with the platform and learning tasks.

Moreover, these findings underscore an important implication for English language teaching. The effectiveness of Padlet in peer assessment appears to be conditional rather than universal. Its impact on student engagement may depend on learner characteristics, classroom dynamics, and the extent to which students actively participate in collaborative feedback activities. Therefore, rather than viewing Padlet as a standalone solution for increasing engagement, teachers should consider it as one component within a broader pedagogical strategy designed to foster meaningful participation and interaction in the classroom.

Conclusion

This study has shown that there is no significant effect in the use of Padlet for peer assessment on students' engagement in English classroom. Further, the initial condition of engagement has a greater effect than the use of media (Padlet) on students' engagement in English classroom.

The limitation of the present study lies in the duration of the treatment and the scope of the participants. The implementation of Padlet-assisted peer assessment was conducted only for several meetings within a limited period of time. In addition, this study was limited to eleventh-grade students at State Senior High School, which may affect the generalizability of the findings. Future researchers are encouraged to conduct studies over a longer period, such as one semester, in order to observe more comprehensive effects of Padlet on student engagement. Furthermore, future studies may involve larger samples from different educational levels and investigate additional variables related to technology-assisted assessment and learning engagement.

The pedagogical implication of this study indicates that assessment activities should not merely focus on measuring students' final achievement, but also on encouraging active participation and meaningful learning experiences. The findings suggest that integrating digital platforms such as Padlet into peer assessment activities can help teachers create more interactive, collaborative, and student-centered English classrooms. Therefore, teachers are encouraged to utilize Padlet as an alternative assessment tool to enhance students' behavioral, emotional, cognitive, and agentic engagement during the learning process.

References

Aisyah, *et al.* (2024). Peer assessment through padlet to evaluate students' writing skill. *Academic Journal Perspective: Education, Language and Literature*, *12*(1). https://www.ejournalugj.com/index.php/Perspective/article/view/9472

Arikunto, S. (2012). Prosedur penelitian : Suatu pendekatan praktik / Suharsimi Arikunto | OPAC Perpustakaan Nasional RI. In *Jakarta: Rineka Cipta*.

Blegur, *et al.*(2024). Peer-Assessment Academic Integrity Scale (PAAIS-24). *Emerging Science Journal*, *8*(2), 513–526. https://doi.org/10.28991/ESJ-2024-08-02-09

Christenson, *et al.* (2012). Handbook of research on student engagement. In *Handbook of Research on Student Engagement*. https://doi.org/10.1007/978-1-4614-2018-7

Deni, A., & Zainal, Z. I. (2015). Let's write on the wall: Virtual collaborative learning using padlet. *Turkish Online Journal of Educational Technology*, *2*, 364–369.

Gikandi, *et al.* (2011). Online formative assessment in higher education: A review of the literature. *Computers and Education*, *57*(4). https://doi.org/10.1016/j.compedu.2011.06.004

Gill-Simmen, L. (2021). Using padlet in instructional design to promote cognitive engagement: A case study of undergraduate marketing students. *Journal of Learning Development in Higher Education*, *20*. https://doi.org/10.47408/jldhe.vi20.575

Jaafar, *et al*. (2023). Exploring student engagement in post-pandemic classrooms: The role of padlet technology. *International Journal on E-Learning and Higher Education*, *19*(3), 49–68. https://doi.org/10.24191/ijelhe.v19n3.1934

Nugroho, *et al*. (2020). University students' perception of online learning in Covid-19 pandemic : A case study in a translation course. *International Seminar on Application for Technology of Information and Communication (ISemantic)*. 10.1109/iSemantic50169.2020.9234251

Rashid, *et al*. (2019). Using padlet for collaborative writing among ESL learners. *Creative Education*, *10*(03), 610–620. https://doi.org/10.4236/ce.2019.103044

Reeve, J., & Tseng, C. M. (2011). Agency as a fourth aspect of students' engagement during learning activities. *Contemporary Educational Psychology*, *36*(4), 257–267. https://doi.org/10.1016/j.cedpsych.2011.05.002

Reyes, M., J., & Isabel, C. (2024). Peer assessment in reading comprehension facilitated by padlet. *Ciencia Latina Revista Científica Multidisciplinar*, *8*(1), 11731–11747. https://www.researchgate.net/publication/379936853_Peer_Asse_ssment_In_Reading_Comprehension_Facilitated_By_Padlet

Rofi'ah, *et al*. (2024). The efficacy of integrating Padlet-mediated feedback into writing lessons: A case of low- proficiency students. *The JALT CALL Journal*, *19*(3), 317–343.

Selwyn, N. (2016). Digital downsides: exploring university students' negative engagements with digital technology. *Teaching in Higher Education*, *21*(8), 1–16. https://www.researchgate.net/publication/305645897_Digital_downsides_exploring_university_students'_negative_engagements_with_digital_technology

Topping, K. J. (2009). Peer assessment. *Theory into Practice*, *48*(1), 20–27. https://doi.org/10.1080/00405840802577569

Zainuddin, *et al*. (2020). Enhancing classroom engagement through padlet as a learning tool: A case study. *International Journal of Innovative Computing*, *10*(1). https://doi.org/10.11113/ijic.v10n1.250