

Developing A Padlet Integrated E-Module for Teaching Descriptive Writing

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Abstract

This study aimed to develop and validate a padlet-assisted e-module for teaching descriptive writing to seventh grade junior high school students and to investigate students' responses toward the developed product. The study employed the Research and Development (R&D) method adapted from Borg and Gall and modified by Sugiyono. The procedures consisted of needs analysis and product development, expert validation, limited trial, wider trial, and dissemination. The participants were seventh grade students at a junior high school in Cimahi. Data were collected through observation sheets, validation sheets, and student response questionnaires. The findings revealed that the developed e-module was categorized as highly feasible based on expert validation results, with an average score of 86.36%, particularly in terms of visual design, readability, interactivity, and material suitability. Students also showed positive responses during the wider trial, with an average response score of 85.09%, categorized as very good. The integration of Padlet facilitated collaborative learning activities through publishing, commenting, peer feedback, and interaction during writing activities. In addition, visual prompts and guided writing exercises helped students generate ideas and organize descriptive texts more systematically. The novelty of this study lies in integrating Padlet directly into a systematically designed e-module that combines instructional materials, collaborative learning activities, visual prompts, and guided writing tasks within a single digital platform for descriptive writing instruction.

Keywords: E-module; Padlet; Descriptive Writing; Collaborative Learning; English Learning

INTRODUCTION

In the current digital era, English language learning is expected not only to improve students' language competence but also to develop communication skills, creativity, collaboration, and digital literacy. Among the four language skills, writing is often regarded as one of the most challenging skills because students are required to generate ideas, organize information, apply grammatical rules, and use appropriate vocabulary simultaneously (Siddiqui et al., 2023; Al-Yafeai & Mudhsh, 2023). Consequently, many junior high school students still encounter difficulties when producing written texts, particularly descriptive texts. Descriptive text is one of the text types taught in the English curriculum at the junior high school level in Indonesia. Through descriptive writing, students are expected to describe people, animals, objects, or places using appropriate generic structures and language features. However, in classroom practice, students often experience difficulties in developing ideas and organizing them into coherent paragraphs. Furthermore, writing instruction is still frequently dominated by teacher explanations and

textbook-based activities, which can limit students' opportunities to actively participate in the learning process. As a result, students tend to become passive and less engaged during writing activities. The rapid development of educational technology has encouraged teachers to integrate digital media into classroom instruction (Nurmala et al., 2023). The use of technology can create opportunities for students to learn more actively, independently, and collaboratively (Majid et al., 2025). Therefore, teachers need innovative learning media that can support meaningful and interactive writing instruction. One form of digital learning media that can be utilized in English language teaching is an electronic module (e-module). An e-module is a digital learning resource that systematically combines learning materials, multimedia elements, exercises, and interactive activities within a single platform. Compared with conventional printed materials, e-modules offer greater flexibility because students can access learning content anytime and anywhere according to their needs (Suwandi et al., 2023). Additionally, the integration of multimedia features such as images, videos, and interactive exercises can facilitate students' understanding of learning materials and increase their learning motivation.

To enhance collaborative learning activities, this study integrates padlet into the developed e-module. padlet is an online collaborative platform that enables users to share ideas, upload content, provide comments, and interact within a virtual learning environment (Fuchs, 2014; Lestari, 2025). In English writing instruction, padlet can facilitate brainstorming activities, peer feedback, collaborative discussions, and the publication of students' writing products (Devi & Puspitasari, 2023; Wahidin et al., 2024). Through these features, students are provided with more opportunities to communicate and collaborate during the writing process (Arouri *et al.*, 2023; Wahidin et al., 2024). This finding is supported by (Rehman et al., 2025), who reported that integrating Padlet as an interactive teaching tool significantly enhanced English language learners' participation, collaboration, and engagement during classroom activities. Several previous studies have reported the positive impact of digital learning media and padlet on English language learning. (Anggraeni, 2022) found that the use of padlet in teaching descriptive writing encouraged students to participate more actively and helped them organize their ideas more effectively. Similarly, (Devi & Puspitasari, 2023) reported that padlet facilitated collaborative writing by enabling students to exchange ideas and provide feedback to their peers. (Lestari, 2025) also emphasized that padlet serves as an effective collaborative platform that promotes student engagement and interaction in writing activities. In addition (Suwandi *et al.*, 2023), highlighted that e-modules can support independent learning by providing flexible and accessible learning resources.

Although previous studies have demonstrated the benefits of padlet and e-modules in English language learning, most of them investigated these tools separately. Existing studies generally focused on the implementation of padlet as a supporting learning platform or examined students' perceptions of technology assisted learning. Research concerning the development of an instructional product that systematically integrates padlet into an e-module for teaching descriptive writing at the junior high school level remains limited. Therefore, there is still a need to develop and validate an integrated digital learning medium specifically designed to support descriptive writing instruction.

The novelty of this study lies in the integration of padlet into a structured e-module that combines learning materials, visual prompts, collaborative learning activities, and guided writing exercises within a single digital platform. Unlike previous studies that mainly

utilized padlet as a supplementary tool, the present study incorporates padlet directly into the instructional design of the e-module. The developed product is expected to improve students' writing skills while simultaneously enhancing their motivation, participation, collaboration, and engagement during the learning process (Ismail, 2025).

Based on the problems and research gap identified above, this study aims to develop a padlet-assisted e-module for teaching descriptive writing to seventh grade junior high school students and to investigate students' responses toward the developed product.

METHOD

This study employed a Research and Development (R&D) design adapted from the Borg and Gall model and modified by Sugiyono. The R&D approach was selected because it is suitable for developing, validating, and evaluating educational products through a systematic process. This method enables researchers to produce a learning product that is not only theoretically appropriate but also practical for classroom implementation.

The modified R&D model consisted of five stages: (1) needs analysis and product development, (2) expert validation, (3) limited trial, (4) wider trial, and (5) dissemination. During the first stage, classroom observations were conducted to identify students' learning needs and difficulties related to descriptive writing. The information obtained from this stage served as the basis for designing the padlet-assisted e-module. The second stage involved expert validation. The developed e-module was evaluated by two validators consisting of a material expert and a media expert. The validation process aimed to assess the quality of the product in terms of content appropriateness, visual design, readability, interactivity, and suitability for seventh grade students. Suggestions and recommendations provided by the validators were used to revise and improve the product before implementation.

After the revision process, a limited trial was conducted involving 10 seventh grade students. This stage aimed to examine the practicality, readability, and initial responses of students toward the developed e-module. Feedback obtained from the limited trial was used as a basis for further revisions. Subsequently, a wider trial was conducted involving 25 seventh grade students to investigate students' responses toward the revised product and evaluate its feasibility for classroom use. The final stage was dissemination, in which the finalized e-module was introduced as an alternative digital learning medium for teaching descriptive writing. The participants of this study were seventh grade students at a junior high school in Cimahi. The participants were selected because descriptive text is one of the learning materials taught at this educational level. In addition, students at this level were considered appropriate users of the developed product.

Data were collected using observation sheets, validation sheets, and student response questionnaires. Observation sheets were used to identify classroom conditions, students' learning difficulties, and instructional practices related to descriptive writing. Validation sheets were employed to evaluate the feasibility of the developed e-module based on expert judgment. Meanwhile, student response questionnaires were administered to gather information regarding students' perceptions of the e-module, including its attractiveness, readability, usability, interactivity, and instructional value. The collected data were analyzed using both qualitative and quantitative techniques. Qualitative data obtained from observations and expert suggestions were analyzed descriptively to improve the product

during the revision process. Quantitative data collected from validation sheets and questionnaires were converted into percentage scores using the following formula: $\text{Percentage} = (\text{Obtained Score} / \text{Maximum Score}) \times 100\%$.

The resulting percentages were then interpreted according to the feasibility criteria adapted from Sugiyono. The interpretation categories consisted of Very Feasible, Feasible, Fairly Feasible, and Not Feasible. These criteria were used to determine the quality and practicality of the developed padlet-assisted e-module before its implementation in english writing instruction.

RESULTS AND DISCUSSION

Results

1. Need Analysis

The development of the padlet-assisted e-module began with a needs analysis conducted through classroom observation in a seventh grade English class. The observation focused on students' participation, learning difficulties, classroom activities, and instructional media used during descriptive writing lessons. The findings revealed that students experienced several challenges when writing descriptive texts. Most students found it difficult to generate ideas, organize information into coherent paragraphs, and use appropriate vocabulary. In addition, students tended to depend heavily on teacher guidance and often hesitated when asked to write independently.

The observation also showed that classroom instruction was predominantly teacher-centered and relied mainly on printed textbooks. As a result, opportunities for interaction, collaboration, and active participation during writing activities were limited. Students generally became passive recipients of information rather than active participants in the learning process. Based on these findings, the researcher developed a padlet-assisted e-module to provide structured learning materials, visual prompts, guided writing activities, and collaborative learning opportunities. The e-module was designed to support students throughout the writing process, from generating ideas to publishing their writing products.

The developed e-module consisted of three main topics: describing people, describing things, and describing places. In addition, the materials included explanations of the social function, generic structure, and language features of descriptive texts. Visual prompts and illustrations were incorporated to help students generate ideas before writing. Learning activities were arranged systematically, beginning with observing examples, identifying language features, brainstorming ideas, drafting paragraphs, revising texts, and publishing students' work through Padlet.

2. Expert Validation Results

After the initial product had been developed, the padlet-assisted e-module was evaluated by two expert validators consisting of a media expert and a material expert. The validation process aimed to assess the feasibility of the product in terms of visual appearance, readability, interactivity, and material suitability.

Table 1. Expert Validation Results

Validator	Score Obtained	Maximum Score	Percentage	Category
Validator 1	37	44	84.09%	Very Feasible
Validator 2	39	44	88.64%	Very Feasible
Average	76	88	86.36%	Very Feasible

Table 1 shows that the Padlet-assisted e-module obtained an average feasibility score of 86.36%, which falls into the Very Feasible category. Validator 1 awarded a score of 84.09%, while Validator 2 provided a score of 88.64%. These results indicate that the developed e-module met the expected criteria for instructional media used in descriptive writing lessons. The validators agreed that the visual appearance of the e-module was attractive and suitable for seventh grade students. They also stated that the integration of Padlet supported interaction and collaboration through publishing, commenting, and peer feedback activities.

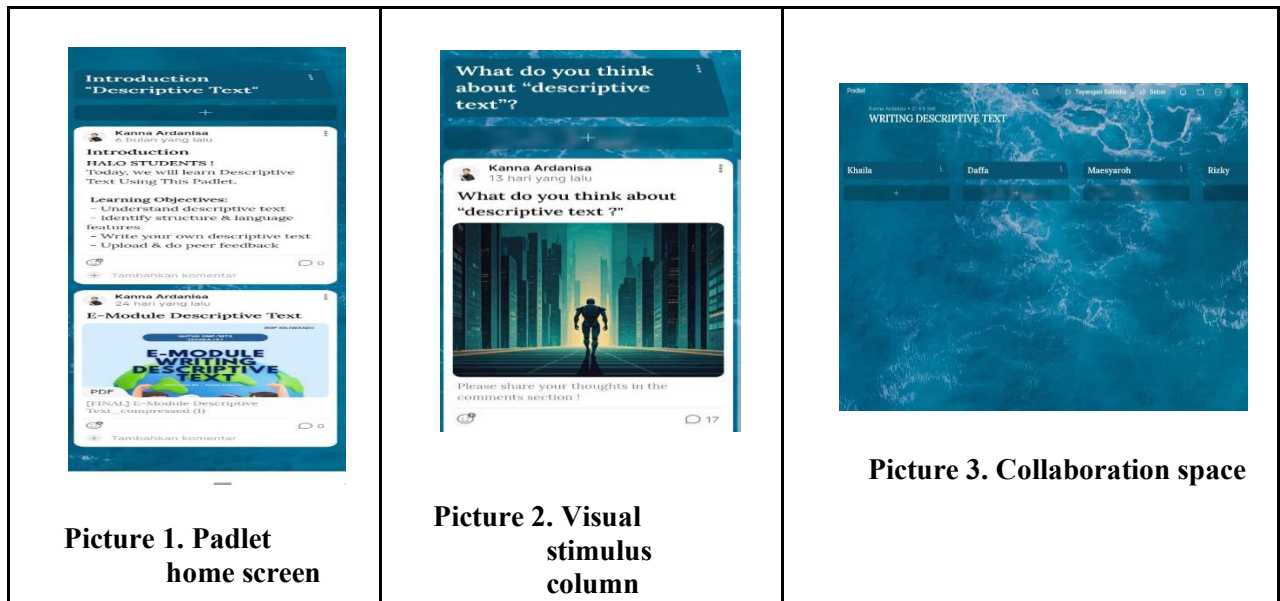
Furthermore, the materials were considered relevant to the Merdeka Curriculum and appropriate for the targeted learners. Although the overall evaluation was highly positive, several suggestions were provided to improve the quality of the product. These recommendations focused on readability, learning objectives, vocabulary enrichment, and writing activities.

Table 2. Product Revisions Based on Validators’ Suggestions

Aspect	Validators’ Suggestions	Revisions Made
Readability	Improve font size and color contrast	Font size and text contrast were adjusted
Learning Objectives	Formulate objectives more specifically	Learning objectives were revised and clarified
Vocabulary Activities	Add vocabulary enrichment exercises	Additional vocabulary activities were included
Writing Activities	Provide more exercises related to text organization	Additional exercises on identification and description structure were added
Layout Design	Improve several crowded sections	Layout and spacing were reorganized

As shown in Table 2, several revisions were carried out based on the validators’ comments. These revisions were intended to improve the clarity, readability, and instructional quality of the e-module before it was implemented in classroom trials.

Figure 1. Figure of revised product



Picture 1. Padlet home screen

Picture 2. Visual stimulus column

Picture 3. Collaboration space

3. Students' Responses Toward the Padlet Assisted E-Module

Students' responses toward the padlet assisted e-module were collected through a questionnaire consisting of eleven indicators covering visual appearance, readability, interactivity, material suitability, and learning activities. The detailed results are presented in Table 3.

Table 3. Students' Responses Toward the Padlet Assisted E-Module (Wider Trial)

No	Questionnaire Indicator	Percentage (%)	Category
1	The visual design (colors, images, and layout) is attractive and suitable for junior high school students	87%	Very Good
2	The text readability (font type, size, and color contrast) is clear and comfortable to read	88%	Very Good
3	Padlet supports student interaction and collaboration	83%	Very Good
4	The media supports publishing, commenting, and revising writing	83%	Very Good
5	The materials are relevant to the Merdeka Curriculum	77%	Good
6	The learning objectives are clearly formulated	85%	Very Good
7	The learning indicators are appropriate for descriptive writing competencies	81%	Very Good
8	The materials are organized	83%	Very

No	Questionnaire Indicator	Percentage (%)	Category
	systematically		Good
9	The explanation of descriptive text structure is easy to understand	83%	Very Good
10	The language used is appropriate for seventh grade students	89%	Very Good
11	The exercises and projects support students' writing skills	97%	Very Good
Average		85.09%	Very Good

As shown in Table 3, the overall average score of students' responses reached 85.09%, which falls into the "Very Good" category. These findings indicate that the developed e-module was positively received by students and considered effective in supporting descriptive writing instruction.

Regarding the visual aspect, students gave positive responses to the design of the e-module. The indicator related to visual appearance obtained 87%, indicating that the combination of colors, images, and layout design successfully attracted students' attention and increased their motivation during learning activities. Similarly, the readability aspect achieved 88%, suggesting that the font type, size, and color contrast were clear and comfortable for students to read. The interactivity aspect also received favorable responses. The indicators concerning Padlet-supported interaction and collaborative activities each obtained 83%. Students reported that Padlet enabled them to upload assignments, provide comments, and receive feedback from both peers and teachers. These activities created a more engaging learning environment and encouraged active participation throughout the writing process.

In terms of material quality, students perceived the learning objectives, indicators, and explanations of descriptive texts as clear and understandable. The percentages ranged from 81% to 89%, indicating that the materials were appropriate for seventh grade students and aligned with the expected learning competencies. Although the indicator related to curriculum relevance obtained the lowest percentage (77%), it was still categorized as good, showing that students generally considered the materials suitable for their learning needs. The highest percentage was obtained for the indicator concerning exercises and projects that support writing skills (97%). This result suggests that students highly appreciated the guided exercises and project based activities provided in the e-module. Through these activities, students were able to practice generating ideas, organizing paragraphs, and producing descriptive texts more confidently.

Overall, the questionnaire results demonstrate that the padlet assisted e-module possesses strong instructional value in terms of attractiveness, readability, interactivity, and material quality. The integration of Padlet successfully facilitated collaborative learning and increased students' engagement in descriptive writing activities.

DISCUSSION

The findings of this study indicate that the padlet-assisted e-module was categorized as highly feasible based on expert validation and students' responses. The average expert validation score reached 86.36%, which falls into the "Very Feasible" category, while the average student response score reached 85.09%, categorized as "Very Good". These results suggest that the developed e-module was considered appropriate for use in descriptive writing instruction at the junior high school level.

The results of the needs analysis revealed several challenges experienced by students during descriptive writing activities. Students frequently encountered difficulties in generating ideas, organizing information into coherent paragraphs, and selecting appropriate vocabulary. Furthermore, classroom instruction was primarily teacher centered and relied heavily on printed textbooks. Consequently, opportunities for interaction and collaborative learning were relatively limited. These findings support previous studies which reported that conventional writing instruction often provides fewer opportunities for students to actively participate in writing activities (Siddiqui et al., 2023; Al-Yafaei & Mudhsh, 2023).

The expert validation results demonstrate that the developed e-module fulfilled the criteria of a feasible instructional medium. The validators positively evaluated the visual design, interactivity, readability, and material suitability of the product. Nevertheless, several suggestions were proposed regarding text readability, learning objectives, vocabulary enrichment activities, and writing exercises. The incorporation of these recommendations contributed to refining the final version of the e-module before classroom implementation. This finding highlights the importance of expert validation in ensuring that instructional products meet pedagogical and technical standards prior to wider use.

Students' responses also showed positive perceptions of the developed e-module. The questionnaire results indicated that students perceived the visual appearance of the e-module as attractive and appropriate for learning activities. The visual design indicator obtained a score of 87%, while the readability indicator reached 88%. These findings suggest that the combination of colors, images, layout, and typography was considered suitable for seventh grade students. This result is consistent with (Fitria, 2023), who argued that visual elements in digital learning media can support students' engagement and facilitate their understanding of instructional materials.

Another notable finding concerns the integration of padlet within the e-module. The questionnaire responses indicated that students perceived padlet as a useful platform for interaction and collaboration. The indicators related to collaboration and interaction both obtained scores of 83%. Students reported that padlet enabled them to upload assignments, exchange comments, and receive feedback from peers and teachers (Arouri *et al.*, 2023; Hafour & Alwaleedi, 2022). These findings align with previous studies conducted by (Devi & Puspitasari, 2023; Lestari, 2025; Wahidin et al., 2024), which found that padlet can facilitate collaborative learning activities and support communication among learners in English language classrooms. Similar findings were also reported by (Rashwan, 2024; Espejel Mejía, n.d.) who found that Padlet supported students' participation and writing activities in EFL classrooms.

The findings also revealed positive perceptions regarding the instructional materials provided in the e-module. Students reported that the explanations of descriptive text structures, learning objectives, and language features were clear and understandable. In

addition, the materials related to describing people, things, and places were perceived as relevant to students' learning needs. The systematic organization of learning activities appeared to help students follow the learning process more easily, as reflected in the positive responses toward material organization and learning indicators. The positive perceptions toward the learning materials are also in line with the findings of (Zulaiha & Triana, 2023), who reported that digital learning resources were perceived positively by students because they provided accessible and supportive learning experiences.

A particularly noteworthy result was found in the exercises and projects indicator, which achieved the highest percentage score (97%). The collaborative nature of the activities also reflects the principles of collaborative learning in digital environments, which encourage interaction, peer support, and knowledge construction among learners (Al-Jarf, 2026; Ismail, 2025; Kohnke & Moorhouse, 2022). Students reported that the guided writing activities provided clear directions throughout the learning process. The activities were arranged sequentially, beginning with observing examples, identifying language features, brainstorming ideas, drafting paragraphs, revising texts, and publishing writing products through padlet. The positive responses suggest that students appreciated the structured learning activities incorporated into the e-module.

This study also contributes to the existing literature on digital learning media and collaborative writing instruction. Previous studies generally examined padlet as a supplementary platform used independently from other instructional materials. In contrast, the present study integrates padlet directly into a systematically developed e-module. The product combines learning materials, visual prompts, collaborative activities, and guided writing exercises within a single digital platform. Therefore, this study offers an alternative model for integrating collaborative technology into instructional material development, particularly in descriptive writing instruction at the junior high school level.

Despite these positive findings, several limitations should be acknowledged. First, this study focused on product development and feasibility evaluation rather than measuring students' writing achievement. Therefore, the findings cannot be used to determine whether the e-module improves students' writing performance. Second, the study involved participants from only one junior high school, which may limit the generalizability of the findings to other educational contexts. Third, students' responses were collected through questionnaires, meaning that the findings primarily reflect students' perceptions of the product.

Future studies are recommended to investigate the effectiveness of the padlet-assisted e-module using experimental or quasi-experimental designs involving larger and more diverse participant groups. Further research may also examine how students interact with specific features of the e-module and explore its implementation in different educational settings and language learning contexts.

CONCLUSION

This study aimed to develop a padlet-assisted e-module for teaching descriptive writing to seventh grade junior high school students and to investigate students' responses toward the developed product. Using the Research and Development (R&D) method adapted from Borg and Gall and modified by Sugiyono, the study involved five stages, namely needs analysis and product development, expert validation, limited trial, wider trial, and

dissemination.

The findings revealed that the developed padlet-assisted e-module was categorized as highly feasible based on expert validation results. The average validation score reached 86.36%, indicating that the product met the criteria of feasibility in terms of visual appearance, readability, interactivity, and material suitability. The validators also provided several suggestions related to readability, learning objectives, vocabulary enrichment, and writing activities, which were incorporated into the revision process to improve the quality of the product. The results of the student response questionnaire also demonstrated positive perceptions toward the developed e-module. The overall average response score reached 85.09%, which was categorized as Very Good. Students perceived the e-module as attractive, easy to use, and supportive of learning activities. They also reported that the integration of padlet facilitated interaction, collaboration, publishing activities, and feedback exchange during the learning process.

In addition, students responded positively to the visual design, readability, instructional materials, and guided writing activities provided in the e-module. This study contributes to the development of digital instructional media by integrating Padlet directly into a systematically designed e-module for descriptive writing instruction. Unlike previous studies that primarily used padlet as a supplementary learning platform, the present study combines learning materials, visual prompts, collaborative learning activities, and guided writing tasks within a single instructional product. Therefore, the developed e-module can serve as an alternative digital learning medium for teaching descriptive writing at the junior high school level.

Despite these positive findings, this study was limited to product development and feasibility evaluation. The study did not examine the effectiveness of the e-module in improving students' writing achievement. In addition, the participants were drawn from a single educational institution, which may limit the generalizability of the findings. Therefore, future studies are recommended to investigate the effectiveness of the padlet-assisted e-module through experimental or quasi-experimental research designs involving larger and more diverse participant groups. Further research may also explore the implementation of the e-module in different educational contexts and examine students' experiences in using specific padlet features during collaborative writing activities.

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