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LIVED EXPERIENCE OF PADLET AND MENTIMETER AS STUDENT RESPONSE SYSTEM (SRS) IN THE CLASSROOM: VIEWS FROM STUDENTS AND TEACHER

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ABSTRAK

Teknologi dalam pendidikan memiliki cakupan yang sangat luas sehingga penggunaan teknologi dalam proses belajar mengajar sangat membantu dan dibutuhkan di era saat ini. Dengan teknologi, siswa dapat membangun dan meningkatkan tingkat keaktifannya dalam belajar. Namun dalam praktek di lapangan, terdapat permasalahan yang dialami oleh siswa di dalam kelas yaitu kurangnya keterlibatan dan keaktifan mereka di kelas, di mana guru harus memiliki metode atau media yang sesuai untuk mengatasi hal tersebut. Penelitian ini bertujuan untuk mengeksplorasi pengalaman hidup mahasiswa dan dosen di Universitas Mercu Buana Yogyakarta dalam menggunakan Padlet dan Mentimeter sebagai sistem respons mahasiswa di Kelas. Empat mahasiswa dan satu dosen dipilih berdasarkan pengalaman mereka menggunakan Padlet dan Mentimeter selama lebih dari dua tahun. Melalui beberapa pertanyaan yang diajukan dengan wawancara langsung. Pendekatan kualitatif dengan teknik Purposive Sampling digunakan untuk mendapatkan wawasan terperinci tentang pengalaman, manfaat, hambatan, dan fitur Padlet dan Mentimeter. Penelitian ini mengungkapkan bahwa Padlet dan Mentimeter dapat membuat pengalaman belajar lebih menarik, kolaboratif, dan interaktif. Dengan kedua alat ini, mahasiswa dapat memberikan umpan balik langsung, berpartisipasi dalam kegiatan kolaboratif, dan menikmati lingkungan kelas yang dinamis yang mendorong partisipasi mereka. Namun, tantangan seperti waktu adaptasi, ketergantungan pada koneksi internet, potensi gangguan penggunaan perangkat, dan biaya untuk mengakses fitur-fitur canggih telah diidentifikasi. Terlepas dari hambatan tersebut, penggunaan Padlet dan Mentimeter secara gabungan, menawarkan kesempatan kepada para pendidik untuk menciptakan lingkungan belajar yang lebih dinamis, interaktif, dan inklusif, yang pada akhirnya meningkatkan keterlibatan dan partisipasi mahasiswa dalam proses pembelajaran.
Kata Kunci: Padlet, Mentimeter, Sistem Respon Siswa, Pembelajaran Kolaboratif

ABSTRACT

Technology in education has a very broad scope so that the use of technology in the teaching and learning process is very helpful and needed in today's era. With technology, students can build and increase their level of activeness in learning. However, in practice in the field, there are problems experienced by students in the classroom, namely the lack of involvement and activeness in class, where teachers must have appropriate methods or media to overcome this. This study aims to explore lived experiences of students and teacher at Universitas Mercu Buana Yogyakarta in using Padlet and Mentimeter as student response system in the Classroom. Four students and one teacher were selected based on their experience using Padlet and Mentimeter for more than two years. Through several questions asked with direct interviews. A qualitative approach with Purposive Sampling technique was employed to gain detailed insights into the experiences, benefits, barriers and features of Padlet and Mentimeter. This study reveals that Padlet and Mentimeter can make the learning experience more interesting, collaborative, and interactive. With both tool these two devices. students can provide direct feedback, participate in collaborative activities, and enjoy a dynamic classroom environment that encourages their participation. However, challenges such as adaptation time, reliance on internet connection, potential disruption of device use, and costs to access advanced features were identified. Despite those barriers, the combined use of Padlet and Mentimeter, offers educators the opportunity

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to create a more dynamic, interactive, and inclusive learning environment, ultimately increasing student engagement and participation in the learning process.

Keywords: Padlet, Mentimeter, Student Response System, Collaborative Learning

INTRODUCTION

The use of technology in the teaching and learning process is very helpful and needed in the current era. With technology, students can build and increase their level of activeness in learning. According to (Davis, 1989), the technology acceptance model theory is the most reliable model compared to other models, which tries to justify the relationship between user satisfaction and attitudes and behavioral goals. Technology has several essential parts in language education; it is utilized as a resource, conveyance system, or efficiency.

In today's era, automation and cyber technology are increasingly developing, including in the world of education. Teachers must be able to utilize technology in learning, leaving behind conventional methods that are centered on teachers. Instead, learning must be centered on students, where students are more active and involved in the learning process. Teachers act as facilitators who help students solve problems and adjust learning methods to current developments (Effendi & Wahidy, 2019). As said by (Fuchs, 2014) explained that using technology as a means to encourage whole-class participation in classroom activities, there are benefits and barriers to consider.

The first and most important benefit is the idea that technology is a great equalizer, especially when participants have the option to remain anonymous. If students are unsure of their ideas whether they have the right to answer, the chances of failure are minimized when no one knows what answer they have typed. Additionally, students were attracted to the novelty of the technology and seemed eager to participate just to have the opportunity to use it. A benefit of real-time participatory technology is that it can give teachers a more complete picture of the learning of all students, rather than a handful of the most vocal or most confident students. Teachers can use that information to inform learning development, creating more targeted and authentic interactions between teachers and students.

In the current learning process, students are often reluctant to raise their hands because they are afraid of being in the spotlight and making mistakes. To overcome this, teachers can ask for input from students to adjust instructions and improve teaching methods. One way to use technology innovatively in learning is to implement a Students Response System (SRS). Student Response Systems (SRS) are innovative learning tools that allow instructors to receive immediate feedback and encourage active learning. SRS include devices such as clickers, note cards, phones, and computers, which are used to record attendance, engage students, assess understanding, and conduct quizzes or surveys. Questions in SRS can vary, including multiple choice, true-false, and numeric answers. Student responses help instructors adjust instruction or initiate discussions (Tomaswick, 2017). In this study, the application of Students Response System (SRS) technology used was Padlet and Mentimeter. This application produces more interactive discussions and empowers students' attention to understanding rather than remembering.

Depending on the application system, data or information collection on SRS can take the form of responses to simple closed-ended questions, true or false questions, multiple choice, or even open- ended short answer and essay questions. Studies show that SRS supports three main areas: (a) student engagement (in terms of presence, engagement, and attention); (b) assessment (in terms of student performance, and student feedback); (c) learning (in terms of discussion and learning performance). According to (Aljaloud et al., 2015), in recent years, the use of

student response systems (SRS, also known as clickers) in the classroom setting has increased considerably, and researchers have developed a growing interest in their effect on learning and student engagement.

The effects of using SRS in higher education (Kay & LeSage, 2009) provide a generally positive picture of the technology's impact on the classroom. Overall, SRS offers a powerful and flexible medium for teaching. They can be used in a variety of subjects with students of almost any level of academic training. They can be incorporated into a standard lecture course to increase interaction between students and instructor or used as part of a more radical change in teaching style toward primarily active learning in class (whether it be peer learning, debate, or other activities).

Padlet (www.padlet.com) provides a free, multimedia-friendly wall that can be used to encourage whole-class participation and assessment in real-time. If you've ever led a class activity where you ask students to write down ideas on sticky notes and then stick their sticky notes on a large sheet of paper or a wall to collect ideas from the whole class, Padlet provides a similar experience online. According to (Fuchs, 2014), Padlet is a useful tool in the information literacy classroom because it can be used on a variety of different devices, does not require participants to create an account to use it, and does not require any special technical knowledge. Padlet is a free web based application that provides a "wall" that allows the user to post words, pictures and even videos, which could be viewed by anyone with the link or address to the specific wall. This tool have shown to have a positive effect on a student's language learning.

Mentimeter is a platform or application that allows creating more interesting interactive presentations. With the help of Mentimeter, presenters can gather information and opinions directly from participants, making presentations more dynamic and involving. Its interactive features enable the creation of polls and surveys in real-time, which are effective tools for assessing the audience's level of understanding of the material presented. This more interactive presentation display makes Mentimeter an attractive choice for presenters who want to achieve stronger visual effects and increase audience engagement. Since Mentimeter was founded by a Swedish company in Stockholm in 2014, it has gained more than 500 million users worldwide. The application of Mentimeter is not limited to educational contexts, but also includes business, medical science, linguistics and entrepreneurship. Teachers can register at https://www.mentimeter.com and use the various features the platform offers such as creating 'interactive presentations'. This platform is mainly used in higher education to deliver lectures from theory sessions in courses to more interesting and interactive discussions (Quiroz Canlas, n.d.)

This study is interested in investigating the understanding of students and teacher at Mercu Buana University OF Yogyakarta who have experience using Padlet and Mentimeter as SRS. Lived experience is the main purpose of study in phenomenological research. The purpose of the research is to look beyond the lived experience as a fact and determine a meaningful interpretation. In particular, lived experience designs seek to answer how, what, and why questions to develop meaning or theory from the context and the people who lived the phenomenon.

Lived experience refers to a person's personal experience, especially when that experience provides knowledge or understanding that people who have only heard about the experience do not have. It is also used to include the study of culture and society, as well as linguistics and communication. Humanities, according to Wilhelm Dilthey's philosophy, are based on life experiences, which distinguish them from natural sciences, which are considered to depend on scientific experiments. Therefore, a person's lived experience is very useful in

collecting concrete data.

Since technology in education has a very broad scope, to limit this study search to only researching Mentimeter and Padlet. Studies on the application of Mentimeter and Padlet began to appear in 2015-2024. The problem of students in class is their lack of involvement and activeness in class, where teachers must have suitable methods or media to overcome this. Therefore, in this study it is necessary to investigate or find out what digital tools are good or interactive to use in the classroom to overcome these problems. In this research, it is examined in depth about Benefit and Barrier the use of Mentimeter and Padlet to make it easier for teachers and students in the teaching and learning process in class. Additionally, it specifically focuses on using Student Response Systems in enhancing classroom learning. Moreover, there are several opinions or results of previous research related to mentimeter, padlet and SRS.

The application of new technological tools is considered very necessary to facilitate every teaching process, whether to increase student engagement in class, motivation, or their learning skills. Padlet offers virtual boards to gather and organize ideas, review and summarize, and also receive feedback (Lichtenberger-Majzikné & Fischer, 2017). Based on (Mahmud, 2019), the students think that Padlet could not assist them to learn English writing, as Padlet only accommodates simple English activities. They have suggested that by adding advanced English programs and activities into Padlet, it will help them to improve the learning process of English.

RESEARCH METHOD

This research design employs a qualitative research approach using phenomenological method described by (Moran, 2014). In phenomenological studies, experience is defined as an experience consciously lived-experienced by a person, a group of people, or a group of living animals (conscious experience). (Yusanto, 2019), states human experience is studied in phenomenological research through a thorough description of the individuals being examined. The phenomenological method was used to gain in depth understanding the subjective experiences of students and teachers regarding the benefits and barriers to using Padlet and Mentimeter in the classroom. This approach explores the meaning of these experiences and understands the nature of the phenomenon under study. This research took place from January 1, 2025 to February 8, 2025. The research location was in the English Education class, Mercu Buana University Yogyakarta, with subjects consisting of 4 students and 1 lecturer. Data was collected through using direct Interview, in-depth interviews using a purposive sampling method to select participants who represent the population. The population consisted of English Education students and experienced teacher at Universitas Mercu Buana Yogyakarta. The sample included four students and one lecturer with extensive experience using Padlet and Mentimeter in class during the teaching and learning process. The data collection method was in-depth interviews that concerned respondent's experiences, attitudes and views which involved face-to-face interview interactions to collect essential information.

RESULT AND DISCUSSION

Result

There are five main topics that are the interview points focusing on the experiences, features, benefits, barriers, and acceptability of using Padlet and Mentimeter as student response and collaborative tools in the classroom. This section presents the interview results and explores students' and teacher's views on these two tools.

1. *How did your experience integrate Padlet and Mentimeter into your classroom learning?*

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The first interview discussed the respondent experience of using Padlet and Mentimeter in class, which aims to assess ease of use, which is understanding how easy or difficult it is for users to use the application.

MN Respondent 1: *"Create a more interactive and engaging learning experience."*
FP Respondent 2: *"These tools allow for real-time feedback, collaborative activities, and a dynamic classroom atmosphere that encourages student participation."*
FM Respondent 3: *"Changed the dynamics of teaching and learning to be more interactive and collaborative."*
EN Respondent 4: *"Using Padlet for a pre-writing activity where students brainstorm ideas for an essay, and then using Mentimeter to conduct a quick poll on which topics were most interesting to the class."*
DW Respondent 5: *"In Mentimeter I used to engage students in the Ice breaking section before starting the class,and in Padlet I can gather information in project based learning."*

2. *What features of Padlet and Mentimeter do you find most helpful in engaging students?*

In this second interview, respondents talked about the features available on Padlet and Mentimeter, where in this session they found out about the Usability Evaluation of this application to understand whether the existing features are in accordance with the needs and expectations of users. Respondents agreed that both Padlet and Mentimeter offer a variety of features that can enhance learning effectiveness.

MN Respondent 1: *"On Padlet, Its visual and interactive nature helps students collaborate on projects, practice brainstorming, and share resources seamlessly. and on Mentimeter, Live voting, quizzes, and Q&A sessions are very engaging."*
FP Respondent 2: *"The real-time collaboration feature, because it can make students actively participate in class."*
FM Respondent 3: *"The features on Padlet are Real-Time Collaboration. where Students can contribute simultaneously, encouraging active participation and discussion. Then on Mentimeter there are features such as quizzes, polls, and word clouds that make learning more effective and there is an Option for anonymous responses that encourage shy students to participate without pressure."*
EN Respondent 4: *"Padlet features the visual and collaborative nature of Padlet is very engaging. Students enjoy the freedom to express themselves in a variety of formats, and the real-time updates make it feel like a shared workspace. Whereas, Mentimeter interactive features, like quizzes, make learning fun and competitive. The instant feedback provided by Mentimeter also helps students understand their strengths and weaknesses."*
DW Respondent 5: *"In Padlet I can make a question in the form of a Wall and they can post their responses. In Mentimeter I can make a survey using Word Cloud to capture the whole ideas of students."*

3. *What are the benefits of Padlet and Mentimeter as learning media?*

In this interview point three, this study wants to find out about the benefits of the Padlet and Mentimeter applications, with the experiences expressed by respondents about understanding the main benefits that make users continue to use the application.

MN Respondent 1: *"Can Increase collaborative learning and visual organization.*

Mentimeter Provide instant feedback and keep students engaged through interactive activities."
FP Respondent 2: *"Padlet can increase student participation in learning, while Mentimeter also makes students more enthusiastic about learning."*
FM Respondent 3: *"Padlet and Mentimeter are increasing engagement which Makes students more actively involved in the learning process and also Collaborative Learning which Encourages cooperation and sharing of ideas between students."*
EN Respondent 4: *"Padlet and Mentimeter which can increase student engagement: Both platforms offer interactive elements that capture students' attention and encourage participation. In addition, Real-time feedback: Mentimeter allows teachers to gauge student understanding."*
DW Respondent 5: *"In Padlet and Mentimeter teachers can use short time without too many technical terms and confusing navigation when making the material."*

4. *What are the barriers to Padlet and Mentimeter as learning media?*

In this fourth interview point, this study wants to find out about the barriers in the Padlet and Mentimeter applications, with the experiences expressed by respondents in the interview, which is to reveal the problems or obstacles faced by users when using the application. Afterwards, Provide information that can be used to improve and enhance the application to be more user-friendly.

MN Respondent 1: *"Both teachers and students need time to get used to these tools because there are many features and are paid in these two applications."*
FP Respondent 2: *"Both are only found in internet connections."*
FM Respondent 3: *"Students are distracted if they use devices for learning purposes."*
EN Respondent 4: *"There is a free version, some features require a paid subscription."*
DW Respondent 5: *"There is a limit of maximum number of student participants"*

5. *Why did you choose Padlet and Mentimeter as tools for your student response system?*

In this fifth interview point, this study wants to find out about the acceptability of the Padlet and Mentimeter applications, with statements from the interviewees based on whether Padlet and Mentimeter are appropriate for learning as a student response system and why they use these two applications in class.

MN Respondent 1: *"Ease of use, flexibility, and of course many activities to increase student engagement."*
FP Respondent 2: *"Make my students more active because they prefer game-based learning."*
FM Respondent 3: *"Effective ways to increase student interaction and engagement. Padlet facilitates collaboration and expression of creativity, while Mentimeter allows for real-time feedback collection and assessment of understanding. Both are easy to integrate into learning and are accessible to students with varying levels of technological ability."*
EN Respondent 4: *"Because of Flexibility. They can be used in various subjects and for different learning activities."*
DW Respondent 5: *"Easy to use and does not consume too much internet data, also very helpful in giving students the opportunity to give their thoughts."*

Discussion

Of the five topics raised by the author, on the first topic about how the interviewees' experience of integrating Padlet and Mentimeter into classroom learning, based on interviewees' experiences, the use of technology tools such as Padlet and Mentimeter in educational settings can create a more interactive, collaborative, and engaging learning experience for students. These tools allow for immediate feedback, collaborative activities, and a dynamic classroom atmosphere that encourages student participation. Examples of their use include pre-writing activities, quick polls, ice breakers, and information gathering in project-based learning. Overall, these tools help change the dynamics of teaching and learning to be more modern and engaging. (Rashid et al., 2019), explains that Padlet motivates students to participate in class activities, collaborative, encourages interaction between class members and the instructor, and increases language accuracy through peer learning. Similarly, (Moorhouse & Kohnke, 2020), also suggests that these tools offer flexible and varied ways for students to respond using their mobile devices.

On the second topic, which is about the Padlet and Mentimeter features that are most helpful in engaging students, the respondents agree that Padlet and Mentimeter offer various features that can enhance the effectiveness of the learning process. Padlet excels in real-time collaboration and information visualization, while Mentimeter excels in interactivity and providing instant feedback. By combining the use of these two platforms, educators can create a more dynamic, interactive, and inclusive learning environment. (Gokbulut, 2020) also found that One of the important features of Mentimeter is maintaining anonymity. Lecturers can anonymously display students' answers or responses in class, thus building a friendly and collaborative environment.

Next, the third topic discussed relates to the benefits of Padlet and Mentimeter as learning media. It can be seen that Padlet is recognized for its ability to enhance collaborative learning and visual organization. On the other hand, Mentimeter offers instant feedback and interactive activities that keep students engaged. In addition, both platforms allow teachers to prepare learning materials quickly and without many confusing technical terms. Easy navigation and intuitive features on Padlet and Mentimeter help teachers present learning materials in a way that is interesting and easy for students to understand. This is based on the (Beltrán-Martín, 2019), Padlet application that supports collaborative learning in classroom teaching. Afterwards, (Musliha & Purnawarman, 2020), also reported that the use of Mentimeter in obtaining student responses in formative assessments helps overcome students' fears in providing responses.

The barriers to using Padlet and Mentimeter as learning media are also one of the topics addressed in this study. It can be highlighted that although Padlet and Mentimeter offer a variety of features that can increase student engagement and participation, several barriers need to be overcome. These barriers include the time it takes to adapt to these tools, the reliance on an internet connection, the potential for distraction from device use, and the cost of accessing advanced features. It is in accordance with (Asio et al., 2021), who found internet connection and Learning Device Availability of College Students were still difficult to do in class.

Respondents suggest Padlet and Mentimeter are highly useful tools for increasing student engagement, facilitating collaboration, and providing flexibility in learning. Their ease of use and accessibility make these two platforms effective choices for respondents. By combining the use of Padlet and Mentimeter, educators can create a more dynamic, interactive, and inclusive learning environment. (Moorhouse & Kohnke, 2020), also suggested that students response system (SRS) provide flexible and varied ways for students to respond using their

CONCLUSION

This study found that using technology tools like Padlet and Mentimeter can create a more interactive, collaborative, and engaging learning experience for students. Both tools allow for immediate feedback, collaborative activities, and a dynamic classroom environment that encourages student engagement. Padlet excels at real-time collaboration and visualization of information, while Mentimeter excels at interactivity and instant feedback. However, there are several barriers to overcome, such as adaptation time, reliance on internet connection, potential distractions from device use, and the cost of accessing advanced features. However, by combining the use of Padlet and Mentimeter, educators can create a more dynamic, interactive, and inclusive learning environment that can increase student engagement and participation while facilitating collaboration and flexibility in learning.

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