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STUDENTS' PERCEPTION OF PADLET IN FACILITATING COLLABORATIVE LEARNING IN THE MORPHOLOGY CLASSROOM

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ABSTRACT

The present study examines the students' perceptions of the use of Padlet to support the collaborative learning during English Morphology course. The study was employed a descriptive qualitative approach supported by quantitative data which the data were collected through a 5 point-Likert scale questionnaire administered to 50 seventh-semester students of the English Education Study Program at one of the private universities in Indonesia. To complement the questionnaires data, the interviews were done to the 9 selected participants. The data analysis focused on the students' perception towards Padlet, its benefits and challenges that present. The results showed that the students have general positive perceptions toward Padlet, especially in terms of its ease of use, its impacts on students 'engagement and learning motivation. Padlet was considered helpful in facilitating the students to understand abstract morphological concepts, support their analytical skills, and facilitate feedback and discussion. Regardless of the benefits, several barriers such as technical issues, potential distraction and lack of teacher's role remain a challenge. The findings indicate that Padlet has the potential to support the process of linguistic learning if it is supported by adequate infrastructure, appropriate teaching strategies and the active roles of teachers. Further studies are recommended to examine the effectiveness of Padlet compared to other platforms, integrate it with the innovative learning model and assess its impact on the students' academic performance and their 21st century skills.

Keywords: Padlet; perceptions; collaborative learning; morphology.

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INTRODUCTION

In today's higher education landscape, collaboration has become an essential component of effective learning. Rather than a solitary process, learning increasingly involves the sharing of knowledge and experiences among students. Collaborative learning promotes discussion, reflection, and decision-making, enabling students to construct knowledge together rather than passively receiving it (Naamati-Schneider & Alt, 2023). Research consistently shows that this kind of engagement improves academic outcomes, higher-order thinking skills, metacognitive strategies, and social cooperation (de Hei et al., 2020; Mehta et al., 2021). Furthermore, Qureshi et al. (2021) emphasize that the success of collaborative learning depends on authentic student participation and sustained motivation.

The rapid advancement of digital technology has expanded collaborative learning beyond the physical classroom. Digital platforms now allow learners to interact and co-construct knowledge anytime and anywhere, accommodating both synchronous and asynchronous environments (Etfita et al., 2022; Sahyoni & Sastri, 2023). Among the tools available, Padlet — a Web 2.0 virtual bulletin board — has gained widespread adoption in educational settings. Users can post text, images, links, and multimedia in a shared space, enabling real-time feedback and turning unidirectional information delivery into genuine interaction (Khoir & Susanti, 2025; Ramadhani et al., 2023). Its intuitive interface has been shown to motivate active participation in group work across a variety of language learning contexts, including writing, speaking, reading, and vocabulary development (Ali et al., 2024; Bakar & Hashim, 2022; Villarama et al., 2024).

Despite its growing popularity, research on Padlet has primarily focused on general language skills such as writing and oral production, while its application in specific linguistic subfields — particularly morphology — remains largely unexplored. Morphology, which examines word structure including morphemes, affixation, derivation, and inflection, presents particular learning challenges due to its abstract and technical nature (Handayani & Wibowo, 2024; Musdalifah & Qamariah, 2024). Students often struggle to develop systematic understanding through lectures alone, and meta-analytical evidence confirms that robust morphological knowledge contributes significantly to literacy development (Yadav & Yadav, 2021). Collaborative tools that support discussion and interaction,

such as Padlet, therefore appear well-suited to address these challenges. As Hasanah et al. (2023) observed, digital collaborative platforms facilitate interaction, reflection, and a deeper grasp of complex linguistic topics. This knowledge gap — the lack of studies on Padlet in morphology courses specifically — represents a significant gap in the literature that this study aims to address.

Given this context, this study seeks to answer the following research question: How do university students perceive the use of Padlet in facilitating collaborative learning in the English Morphology classroom? The objective of this study is to examine students' perceptions of Padlet across three dimensions: their general attitudes toward the platform, the perceived benefits it offers for morphological learning, and the challenges they encounter in its use. The novelty of this research lies in its focus on morphology — an analytically demanding and abstract field of linguistics — as the specific context for digital collaborative learning, an intersection that has received little scholarly attention. The findings are expected to offer practical insights for instructors integrating digital tools into linguistics courses, and to contribute to the broader discourse on technology-enhanced language learning in Indonesian higher education contexts.

LITERATURE REVIEW

Collaborative Learning in Higher Education

Collaborative learning is grounded in the social constructivist tradition, which holds that knowledge is most effectively constructed through social interaction rather than individual cognition (Vygotsky, 1978, as cited in de Hei et al., 2020). In higher education, this approach has been extensively studied and consistently associated with improved academic outcomes, deeper conceptual understanding, and the development of transferable skills including critical thinking, communication, and problem-solving (de Hei et al., 2020; Qureshi et al., 2021). However, a closer examination of the literature reveals an important distinction that is often overlooked: not all forms of collaborative learning yield equivalent results. Qureshi et al. (2021) argue that the effectiveness of collaborative learning is contingent upon the authenticity of student participation and the degree to which learners are intrinsically motivated to contribute. This suggests that structural arrangements for group work are insufficient on their own; what matters equally is the quality of the interaction they produce.

This distinction becomes particularly significant in the context of digital collaborative learning. The integration of technology into higher education has created new affordances for collaboration, enabling learners to interact beyond the constraints of time and

physical space (Sahyoni & Sastri, 2023). Yet, as de Hei et al. (2020) caution, the mere availability of digital tools does not guarantee productive collaboration. Their study of intercultural collaborative learning in international higher education underscores that the design of learning activities — rather than the technology itself — is the primary determinant of learning quality. This is a critical point that challenges the often-optimistic framing of educational technology adoption. Without deliberate pedagogical scaffolding, digital platforms risk becoming spaces for superficial interaction rather than genuine knowledge co-construction. The implication for this study is clear: the value of Padlet in morphology learning cannot be assessed in isolation from how it is integrated into the instructional design of the course.

Padlet as a Digital Collaborative Tool

Among Web 2.0 tools employed in language education, Padlet has attracted growing scholarly attention over the past decade. Its core affordance lies in its capacity to serve as a shared, multimedia-enabled virtual space where students can post, comment, and respond to one another's contributions in real time (Ramadhani et al., 2023). This feature aligns closely with the principles of collaborative learning, as it transforms the classroom into a participatory environment where knowledge is co-constructed rather than transmitted unilaterally. Studies across diverse educational contexts have reported positive student perceptions of Padlet, citing its ease of use, visual appeal, and capacity to promote engagement as key strengths (Bakar & Hashim, 2022; Rosmayanti et al., 2025; Vu et al., 2025).

However, a critical reading of the existing literature reveals a more nuanced picture. While many studies report favorable student attitudes toward Padlet, the evidence for its direct impact on learning outcomes is less conclusive. Mehta et al. (2021), in one of the more methodologically rigorous studies in this area, found that perceptions of Padlet varied significantly depending on the subject matter, suggesting that the tool's effectiveness is not uniform across disciplines. Similarly, Chun (2021) found that although students perceived Padlet as effective for collaborative learning, they simultaneously acknowledged its limitations in replicating the depth of interaction characteristic of face-to-face discussion. This tension between perceived utility and actual pedagogical impact is a recurring theme in the literature and one that warrants careful consideration. Etfita et al. (2022) further noted that while Padlet performs well in synchronous settings, its effectiveness in asynchronous modes is more variable, as it depends heavily on students' self-regulation and intrinsic motivation to participate

without real-time prompting. Taken together, these findings suggest that enthusiasm for Padlet as a collaborative tool should be tempered by an acknowledgment of the contextual and pedagogical conditions that mediate its effectiveness.

A further limitation of the existing body of research is its predominant focus on general language skills — particularly writing and speaking — while neglecting more specialized areas of language study. Studies such as those by Erito & Wijayatiningsih (2022), Rashid et al. (2019), and Karki (2024) have examined Padlet's role in writing development, and Ali et al. (2024) explored its application in speaking instruction. Yet the application of Padlet in the domain of linguistic analysis, including morphology, phonology, or syntax, has received virtually no scholarly attention. This is a meaningful gap, as these sub-disciplines present distinct pedagogical challenges that differ substantially from skills-based language instruction.

Morphology Learning and the Need for Collaborative Approaches

Morphology, the branch of linguistics concerned with the internal structure of words, is widely regarded as one of the more conceptually demanding areas of language study for undergraduate students. The abstract nature of core concepts such as morphemes, affixation, derivation, compounding, and inflection poses significant challenges, particularly for learners accustomed to more procedural or skill-based language tasks (Musdalifah & Qamariah, 2024). Yadav & Yadav (2021), through a meta-analysis of morphological instruction, confirmed that strong morphological awareness has a substantive positive effect on literacy, particularly in reading comprehension and the ability to decode unfamiliar words. This finding underlines the high stakes of morphological learning: it is not merely an academic exercise but a foundational competency with broad implications for language proficiency.

Despite its importance, relatively little research has examined the pedagogical strategies best suited to morphology instruction at the university level. Handayani & Wibowo (2024) note that English morphology continues to evolve in response to sociocultural and global pressures, further complicating the learning task for students who must contend not only with established morphological rules but also with emerging and irregular forms. This dynamic quality of morphological knowledge calls for instructional approaches that go beyond rote memorization and encourage students to engage analytically and collaboratively with linguistic data. In this respect, the case for integrating collaborative digital tools into morphology instruction appears compelling. Hasanah et al. (2023), in a study of collaborative writing using Padlet, observed that the platform's interactive features promoted reflective thinking and enhanced

students' engagement with complex material. While their study focused on narrative writing rather than morphological analysis, the underlying pedagogical mechanism — that collaborative digital interaction supports deeper processing of challenging content — is directly transferable to the morphology context.

Critically, however, none of the existing studies have examined how students perceive the use of Padlet specifically within a morphology course. This absence is theoretically significant: if the effectiveness of digital collaborative tools is indeed subject-specific, as suggested by Mehta et al. (2021), then findings from writing or speaking contexts cannot be uncritically applied to morphology instruction. The present study therefore addresses this gap by directly investigating student perceptions of Padlet in the context of English morphology learning, attending to both the affordances and the limitations that emerge in this particular disciplinary setting.

METHOD

Research Design and Participants

The study was employed a descriptive qualitative approach supported by quantitative data and involved 50 seventh-semester students enrolled in an English language education programme at a university in Indonesia. The researchers used purposive sampling to select participants based on three main criteria. First, the researchers ensured that all selected students were currently enrolled in a morphology course. This meant that they had direct experience with the topic and could provide authentic insights into the use of Padlet for learning abstract concepts (Palinkas et al., 2015). Second, the researchers prioritised consent. All participants agreed to participate in this study voluntarily. This step is crucial for obtaining valid data, as voluntary respondents are much more likely to provide honest answers that reflect their actual experiences (Campbell et al., 2020). Finally, students must be actively enrolled during the research period. This ensures that their use of Padlet is real-time, so that the data obtained is highly relevant to the context (Permatasari et al., 2022). By adhering to these strict criteria, the researchers strive to accurately understand how Padlet works as a collaborative tool for mastering complex linguistic topics.

Research Instruments

The researchers collected data using two different tools: questionnaires and semi-structured interviews. The questionnaires items were developed based on prior research by Bakar & Hashim (2022) and Mehta et al. (2021) on students' perceptions of Padlet and collaborative learning, and were modified and adapted to the context of morphological learning. The interview questions were

designed to explore the questionnaires results in greater depth and to enhance our understanding of the participants' experiences. The questionnaires was conducted to gain a general understanding of students' perceptions, while the semi-structured interviews were conducted to gain deeper insights into participants' experiences and perspectives regarding the use of Padlet in morphology instruction. The questionnaires used a standard five-point Likert scale, ranging from 'strongly disagree' (1) to 'strongly agree' (5). In total, the questionnaire included 15 statements divided into three main categories. To evaluate students' attitudes, the researchers included five specific statements. Here is one example: "I feel comfortable using Padlet to study morphology." The researchers then focused six statements on practical benefits. These statements aimed to determine whether the tool helped clarify complex concepts such as morphemes, affixation, and derivation. Finally, the last four statements focused on challenges. The researchers asked questions about potential obstacles, such as technical barriers or internet connection issues. Ultimately, this questionnaire was designed to provide an overview of students' perceptions of their experience with Padlet.

To deepen the quantitative results, the researchers conducted semi-structured interviews. The researchers randomly selected ten students from the initial group of respondents to participate. The aim was to deepen their personal experiences. The researchers asked specific questions about the benefits and obstacles they experienced. More importantly, the researchers wanted to know whether the platform really helped them understand morphology. These questions were not asked randomly. The researchers compiled them directly based on the initial questionnaire results. This allowed the researchers to ensure that the new data would provide a richer and more detailed context to strengthen the overall interpretation.

Research Procedures

The implementation of Padlet was conducted throughout one academic semester during regular morphology classes. During this period, lecturers integrated Padlet as the main tool for various activities. Padlet became the main hub for discussing derivations, analysing words, and sharing new vocabulary. Students were required to participate actively. They recorded their ideas, commented on their classmates' posts, and uploaded relevant documents or links. This approach allowed Padlet to become not just an occasional supplement, but an integral part of their collaborative learning routine.

The researchers analysed the questionnaire data using descriptive methods. By calculating the average for each item, the

researchers were able to identify specific trends in student perceptions. For the interview data, the researchers used a thematic approach based on the well-known framework developed by Braun & Clarke (2006). This analysis followed a clear process. The researchers began with initial coding to identify key information. Next, the researchers grouped these codes into broader categories before finally formulating the main themes. This rigorous procedure allowed the researchers to identify consistent patterns and provided a much deeper understanding of the phenomenon being studied.

To ensure the validity of conclusions, the researchers implemented several strategic steps. First, the researchers used the triangulation method. Instead of analysing the data separately, the researchers actively compared the questionnaire results with information from the interviews. The researchers also conducted member checking by asking participants to reread their interview summaries to ensure the accuracy of the interpretations. Finally, the researchers compiled a complete audit trail. This detailed document covers all stages of data collection and analysis, ensuring the transparency of the entire process and making it easier for others to verify it.

The researchers have strictly adhered to ethical principles throughout the research process. Before collecting data, the researchers ensured that participants understood the overall context. The researchers clearly explained the purpose, benefits, and procedures of the study to them. Only after this explanation did they sign a consent form to confirm their voluntary participation. Privacy was also a priority. The researchers-maintained confidentiality by assigning a unique code to each respondent instead of using their names. Administratively, the researchers obtained official permission from the faculty. This ensured that all research was in accordance with the regulations applicable at the institution.

FINDINGS

This study aims to explore students' perceptions of the use of Padlet in facilitating collaborative learning in morphology courses. The results of the questionnaire and interviews were analysed based on three main sub-variables, namely attitudes towards Padlet, the benefits of using Padlet, and challenges of using Padlet.

Attitudes toward Padlet

Before presenting the results in tabular form, this section explains students' perceptions of their attitudes toward the use of Padlet in morphology learning. The data were obtained from five questions in the questionnaire that measured students' comfort, interest, motivation, ease of use, and willingness to reuse Padlet in

similar courses.

Table 1.
Attitudes toward Padlet

No	Statement	Mean
1	I feel comfortable using Padlet in learning Morphology.	4.14
2	Padlet makes learning Morphology more enjoyable and interesting.	4.10
3	Using Padlet motivates me to learn Morphology more actively.	3.96
4	Padlet is easy to use for participating in Morphology activities.	4.24
5	I would like to use Padlet again in other Morphology or Linguistics courses.	4.04

The questionnaire results show that students have a very positive attitude towards the use of Padlet, with average scores ranging from 3.96 to 4.24. The highest score was given to the statement regarding ease of use, which confirms that the ease of use of Padlet is a determining factor in its acceptance by students. This ease of access allows students to focus on academic content without being distracted by technical obstacles.

This is also reflected in the interview excerpts. Respondent 1 said, “It is an easy-to-use Padlet, so it’s a nice experience using a Padlet before joining class.” Meanwhile, Respondent 2 stated, “The experience of using Padlet in learning was actually my first time in the morphology class… it made me feel comfortable using Padlet in this learning process. I didn’t experience any difficulties, probably because I was already used to Padlet’s overall appearance.”

The ease of the interface was also emphasized by other respondents. Respondent 4 said, “Padlet is very easy to use, especially when accessing learning materials.” Similarly, Respondent 8 added, “My experience using Padlet in Morphology class is quite positive… overall, I find it easy to use because it is very user-friendly.” However, not all students felt an increase in motivation. Respondent 7 made a critical note, “On a scale of 0-10, I give it a 6 because Padlet has a nice interface and is very easy to use, but it does not significantly increase motivation.”

These results indicate that convenience and accessibility are key factors that encourage students to accept learning technology. These results are in line with research conducted by Ramadhani et al. (2023), which emphasises that flexibility and ease of use

determine the success of digital platform adoption in an educational context. Thus, students' positive attitudes can be considered an important asset for expanding the use of Padlet to other courses, especially in the field of linguistics, which has similar characteristics.

Benefits of Using Padlet

The second aspect analysed relates to the benefits perceived by students when using Padlet in the learning process. Six questions were designed to measure Padlet's contribution to morphological concept understanding, analytical skills, vocabulary development, the ability to organise analysis results, and its role in facilitating discussion and providing feedback.

Table 2.
Benefits of Using Padlet

No	Statement	Mean
1	Padlet helps me understand morphological concepts (e.g., morphemes, affixation, derivation).	3.76
2	Padlet allows me to analyze word formation more accurately.	3.66
3	Padlet helps me learn new vocabulary by observing classmates' posts related to morphology.	3.78
4	Padlet improves my ability to organize and explain morphological analysis.	3.78
5	Padlet encourages brainstorming and discussion about morphological topics.	3.82
6	Padlet provides opportunities to receive useful feedback on my Morphology tasks.	3.76

The average score given for the 'benefits' aspect ranged from 3.66 to 3.82. This score indicates that students did indeed feel the benefits of using Padlet, even though their assessment was not as high as their positive attitude. In other words, Padlet is still considered a learning aid, for example, to understand complex morphological concepts such as morphemes, affixation, and derivation, to practise analysing words, to organise the results of analysis in a more structured manner, and to enrich vocabulary through contributions from friends, but the level of appreciation for these benefits is not particularly high.

The interview data further supports these findings. Respondent 3 stated, "Padlet enables me to share ideas and collaborate with classmates in real-time." Similarly, Respondent 5

shared a positive experience: “On Padlet, I can immediately see the answers or analysis provided by my lecturer and friends, and I can also add my own opinions/analysis, so the collaboration process feels faster than learning in class.”

The commenting feature was also highlighted as valuable by several participants. Respondent 2 explained, “In the comment section of the posts, we discussed and shared our opinions with each other… commenting through Padlet felt very different compared to speaking directly.” Likewise, Respondent 6 emphasized, “Comments from friends also help me see different perspectives and improve my ideas to make them more complete.”

In addition to collaboration, Padlet was perceived as useful for accessing and storing learning materials. Respondent 9 remarked, “The biggest benefit of Padlet is that all assignments and materials are more organized.” Supporting this view, Respondent 4 noted, “Very useful, especially for students who rarely archive morphology course materials, so they can see them directly on Padlet.”

These results are in line with the social constructivism perspective, which emphasises the importance of interaction and reflection in the formation of knowledge. The results of this study also support the conclusions of Hasanah et al. (2023), which show that Padlet can increase interaction and understanding of complex material. However, it should be noted that although the benefits of Padlet are recognised, the relatively lower scores compared to student attitudes indicate that there is still room for optimisation, particularly through closer integration with formal teaching strategies.

Challenges of Using Padlet

The final section discusses the difficulties encountered by students when using Padlet in collaborative learning activities in morphology courses. The questionnaire covers technical issues that may arise, difficulties in staying focused during group work, barriers to communication with lecturers and other students, and students’ perceptions of Padlet compared to traditional learning methods. Data from interviews also revealed students’ experiences in collaborating on Padlet, highlighting technical barriers and interactions that could affect their understanding of morphological concepts.

Table 3.
Challenges of Using Padlet

No	Statement	Mean
1	Technical obstacles (e.g., internet connection or device limitations) interfere with using Padlet.	3.14

2	Sometimes it is difficult to focus on Morphology tasks when using Padlet.	2.60
3	Padlet does not always allow direct communication with the lecturer about Morphology questions.	3.26
4	I find it harder to work on Morphology assignments when using Padlet compared to traditional methods.	2.30

In contrast to the previous two aspects, students' perceptions of the difficulty of using Padlet received lower scores, ranging from 2.30 to 3.26. The main obstacles that arose were technical issues, particularly limited access to the internet and devices. These obstacles were the factors most frequently mentioned by students, as expressed by one respondent who stated that the internet connection must be very stable in order for Padlet to be used effectively.

This was highlighted by several participants. Respondent 3 mentioned, "Internet connectivity issues can be a challenge." Similarly, Respondent 6 added, "The challenge is the internet connection because it has to be very stable." Respondent 8 shared a comparable experience, "Sometimes the internet connection is unstable, and it affects the speed of posting."

Beyond technical barriers, some students felt that face-to-face interaction remained more effective. Respondent 7 stated, "No, I feel more actively involved in learning during face-to-face learning." Likewise, Respondent 4 commented, "Not really, I usually discuss things face to face rather than using media."

However, not all participants reported difficulties. As Respondent 1 explained, "I'm not finding the obstacle or challenges using a Padlet because it's very easy to use."

These results are in line with research conducted by Sahyoni & Sastri (2023), which emphasises that the availability of infrastructure remains a crucial factor for the success of digital learning. Furthermore, these results also support Chun (2021) view that online platforms should be considered complementary tools, not replacements for traditional learning methods. Therefore, although Padlet can enrich students' learning experiences, its effectiveness is still greatly influenced by technical factors, pedagogical strategies, and teacher involvement.

DISCUSSION

The results are very clear. Students generally have a positive attitude towards the use of Padlet in their morphology courses. They describe this platform as accessible, easy to use, and enjoyable. It

turns out that ease of use is a determining factor in the acceptance of a technology. This is in line with the conclusions of Ramadhani et al. (2023), who found that a simple and flexible interface is very important for maintaining student interest. This is particularly important in the context of teaching English as a foreign language in Indonesia. As some students are still adapting to technological media, it is essential to have user-friendly tools. This minimises technical distractions, allowing learners to remain focused on the lesson.

Beyond mere convenience, students highlighted how Padlet brings interactivity to the classroom. The comment feature allows them to respond directly to their classmates. This effectively transforms passive reading into active participation. These findings are in line with research by de Hei et al. (2020), which states that digital collaboration encourages meaningful knowledge exchange. However, its impact on motivation is not universal. Although the platform is visually appealing, some students admit that it does not significantly change their desire to learn. This shows that motivation is a complex phenomenon. Motivation is highly dependent on other factors such as teaching style, workload, and personal preferences. According to Deci & Ryan (2009) self-determination theory, motivation to learn stems from unique psychological needs and external circumstances. Therefore, although Padlet clearly improves the learning environment, it does not guarantee an equal increase in motivation among all students.

Regarding specific benefits, students noted that Padlet facilitates the understanding of abstract concepts. Topics such as morphemes, affixation, and derivation become less daunting. By exploring their classmates' posts, they have access to a variety of concrete examples. This makes the learning process much smoother. This is consistent with the research by Hasanah et al. (2023). They found that the visual and collaborative nature of Padlet helps unravel the mysteries of complex linguistic topics. There are other important benefits. Students reported that providing comments encourages them to think critically. On the other hand, reading other people's comments broadens their horizons. Villarama et al. (2024) observed a similar trend, noting that feedback on Padlet effectively encourages reflection and higher-level thinking. In this sense, Padlet is more than just a digital storage space. Padlet serves as an active space where students can hone their analytical skills.

However, there is one thing to note. The actual benefits experienced by students do not fully match their high level of enthusiasm. The average score given for these benefits is around average. This shows that Padlet has not yet found its place as an integral part of formal teaching strategies. The reason seems clear.

Teachers often consider Padlet as an additional tool rather than a core element of the course. As a result, students' use of Padlet remains superficial. They may upload answers or leave brief comments, but rarely use the platform to deepen their knowledge. Ultimately, the effectiveness of this tool depends on the design of the activities. Its success is highly dependent on the teacher's ability to create tasks that truly require active exploration and collaboration.

Of course, the use of Padlet also comes with a number of challenges. The most common complaints are technical in nature. Students face unstable internet connections and limitations with their own devices. This reality is in line with the conclusions of Sahyoni & Sastri (2023). They emphasize that digital learning in Indonesia is still highly dependent on the availability of infrastructure. This is important to remember. Not all students have access to stable, high-speed internet connections. Therefore, the integration of Padlet is not limited to software. It requires careful consideration of the local context and the actual availability of technological resources.

Technical issues are not the only obstacle. Students also acknowledge that it is more difficult to stay focused on Padlet than in a traditional environment. For many people, the immediate energy of face-to-face discussions is much more effective. This sentiment is in line with Chun (2021) opinion. Online platforms cannot always replicate the quality of interaction found in conventional classrooms. Therefore, the researchers should consider Padlet as a complement, not a replacement. Padlet works best when it supports the main lesson, not replaces it. The ideal approach is a blended strategy. This method combines the efficiency of digital tools with the irreplaceable value of direct human interaction.

The researchers also identified weaknesses in vertical communication. Although Padlet excels at facilitating horizontal interaction between students, the platform often shows its limitations when students need direct help. Students still need in-depth academic clarification and feedback from their teachers. These findings are in line with the research by Bakar & Hashim (2022). They emphasize that learning technology is a tool, but it cannot completely replace the role of teachers. Therefore, teachers remain the main pillar in the classroom. Their advice is very important to guide discussions towards the right goals and ensure that students do not get lost in misunderstandings.

Overall, this study confirms that Padlet plays a constructive role in morphology lessons. This platform excels at creating positive attitudes and stimulating academic interaction. However, it is not a perfect solution. Technical barriers, potential distractions, and communication issues remind us that technology integration

requires careful planning. It is not enough to simply implement this tool. The most effective strategy is to view Padlet as a complement within a blended learning context. In this way, the researchers ensure that students can enjoy the benefits of digital interaction without sacrificing the depth and quality of face-to-face discussions.

The true value of this study lies in the way it shifts the direction of the debate. The researchers have moved research on Padlet from the field of general language skills to the more specific field of structural linguistics. Most previous studies have prioritized writing or oral expression. However, this study discusses morphology, a topic known for its abstract and complex nature. In doing so, the researchers offer a new perspective. The researchers demonstrate how technology can support a deep understanding of linguistics, which is often difficult to achieve in a traditional classroom setting. The researchers also emphasize the local context. The researchers highlight that factors such as limited internet infrastructure in Indonesia are not trivial. These factors are decisive in determining the success or failure of technology integration.

CONCLUSION

This study examined students' perceptions of Padlet as a collaborative learning tool in English morphology courses, attending to their attitudes, perceived benefits, and encountered challenges. Three principal conclusions emerge from the evidence. First, students hold broadly positive attitudes toward Padlet, anchored primarily in its ease of use, though this acceptance does not uniformly translate into heightened motivation — a divergence that reflects the distinction between technological acceptability and genuine pedagogical engagement. Second, the platform is most valued for facilitating peer discussion and broadening analytical perspectives, while its contribution to the technical precision demanded by morphological analysis is comparatively limited, suggesting that its collaborative affordances are subject-specific rather than universally transformative. Third, the primary constraints on the platform's effectiveness are infrastructural and interactional: unstable internet connectivity and limited channels for direct lecturer communication constitute the most significant barriers, raising concerns about equity and the irreplaceability of expert instructional guidance.

These conclusions carry direct implications for instructors, institutions, and future researchers. Instructors are advised to integrate Padlet as a deliberate complement to direct teaching rather than as a standalone collaborative medium, pairing platform-based peer activities with structured face-to-face sessions for expert feedback. Institutions must address digital infrastructure as a

prerequisite for equitable technology-enhanced learning. For the research community, this study establishes morphology as a productive and underexplored context for examining the discipline-specific dimensions of collaborative digital tool effectiveness, and calls for future work that moves beyond perception data toward longitudinal assessment of morphological learning outcomes and comparative evaluation of digital platforms in linguistics instruction.

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