Enhancing Arabic Reading Skills Through the Group Investigation Model Using Padlet

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ARTICLE INFO	ABSTRACT
Keywords: Padlet, Group Investigation, Reading Skills, Interactive Learning	This research stems from the issue of students' low engagement and limited comprehension in traditional reading skill instruction. Accordingly, it aims to evaluate the effectiveness of utilizing Padlet media in combination with the Group Investigation model to enhance reading proficiency among students at MTs Islam Wahid Hasyim 1 Malang, employing a quantitative, quasi-experimental approach. The sample consisted of 40 eighth-grade students. The data collection procedures comprised observation, documentation, and testing, while data analysis was carried out through normality and homogeneity tests, followed by hypothesis testing using SPSS version 21. The findings revealed that the integration of Padlet with the Group Investigation model required organizing students into small groups, within which they collaboratively analyzed, interpreted reading texts, discussing meanings and vocabulary, and presenting their findings on Padlet in the form of summaries, notes, or images. The teacher observed and facilitated each group. Afterwards, students presented the results of their investigation and answered questions from other groups. The results of the statistical analysis yielded a significance level of 0.000, which is below the 0.05 significance criterion. Accordingly, the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted. These findings confirm that the use of Padlet integrated with the Group Investigation model significantly improved students' reading performance. This research provides useful insights for teachers in designing more interactive and meaningful learning and can serve as a reference for other researchers interested in developing innovative methods in Arabic language education.

INFO ARTIKEL	ABSTRAK
Kata Kunci: Padlet, Group Investigation, Keterampilan Membaca, Pembelajaran Interaktif	Penelitian ini didasarkan pada lemahnya keikutsertaan dalam belajar dan pemahaman pada keterampilan membaca yang bersifat konvensional. Tujuan penelitian untuk mengetahui penggunaan media Padlet dengan model Group Investigation dalam pembelajaran keterampilan membaca dan untuk mengetahui efektivitas penggunaan media Padlet dengan model Group Investigation dalam pembelajaran keterampilan membaca pada siswa di MTs Islam Wahid Hasyim 1 Malang. Pendekatan kuantitatif pada penelitian ini menggunakan desain eksperimen. Subjeknya sebanyak 40 siswa kelas VIII MTs Islam Wahid Hasyim 1 Malang. Data dikumpulkan dengan observasi, dokumentasi, dan tes, sedangkan analisis data meliputi uji normalitas, uji homogenitas, serta uji hipotesis berbantu SPSS versi 21. Hasil penelitian yakni penggunaan media Padlet bersama dengan model Investigasi Grup dapat digunakan untuk mengajar keterampilan membaca. dimulai dari pembagian siswa dalam kelompok kecil, membaca teks secara kolaboratif, mendiskusikan makna dan kosakata, dan menyusun hasil diskusi dalam media Padlet berupa rangkuman, gambar, atau catatan. Guru mengamati dan memfasilitasi diskusi dan setiap kelompok mempresentasikan hasil investigasinya di kelas dan menjawab pertanyaan dari kelompok lain. Penggunaan media Padlet dengan model Group Investigation terbukti efektif dalam pengajaran keterampilan membaca. Nilai signifikansi statistik yang diperoleh adalah sig = 0,000, yang berarti lebih kecil dari 0,05. Ini berarti, hipotesis nol (Ho) ditolak dan hipotesis alternatif (Ha) diterima. Penelitian ini memberikan panduan bagi guru dalam mendesain pembelajaran yang lebih dinamis dan bermakna, serta sebagai model untuk peneliti lain dalam mengembangkan model pembelajaran inovatif di bidang bahasa Arab.

1. Introduction

The teaching of Arabic requires an instructional approach that not only delivers content but also fosters active student participation and facilitates a learning process that is more effective, interactive, and engaging (مطهري ٢٠١٧ and مصطفى). Reading skill (maharah al-qira'ah) holds a particularly central role among the four Arabic language skills because it enables learners to comprehend, interpret, and internalize meaning from written texts an essential foundation for mastering other skills such as writing and speaking (The et al. 2025). Therefore, enhancing reading proficiency is a fundamental goal in Arabic language instruction,

especially in secondary-level institutions (Nasir et al. 2025). A critical aspect in achieving this goal is the appropriate use of instructional media (Yanti, Putri, and Dinata 2024). The integration of media is significant due to its potential to concretize abstract concepts, foster greater student engagement, and address the diversity of learning preferences encompassing visual, auditory, and kinesthetic modalities (الفاروق ٢٠٢٤). Digital platforms such as padlet offer innovative solutions that support interactive and collaborative learning environments (Kostaki and Linardakis 2025), making them highly relevant for modern language instruction (Al Momani and Musa 2022)

Padlet, as a web-based digital platform, (Ardini and Marlinda 2023) enables teachers and students to share texts, images, videos, and links, as well as provide real-time feedback (Safitri and Ginting 2024). However, in practice particularly in the eighth-grade class at MTs Wahid Hasyim 1 Malang reading instruction remains conventional and monotonous. Students are merely asked to read texts individually without the support of media or instructional strategies that promote active engagement. This condition results in low motivation, limited participation, and a generally superficial understanding of the texts being read (Siti Nurilngin 2022).

To address these issues, the implementation of the Group Investigation (GI) model offers a relevant alternative. The Group Investigation model is closely aligned with reading skill instruction, as both aim to foster deep comprehension of texts and promote active student engagement. This model emphasizes group-based learning, encouraging students to investigate a topic, analyze information (Mehta, Miletich, and Detyna 2021) and present their findings collaboratively (Paulinus Kanisius, Mawarni, and Nobertanidarmawati 2024). It fosters cooperation, idea sharing, and the development of critical thinking skills in understanding textual meaning (Yuvina, Khoiri, and Apsari 2024). Padlet, as a platform, is well-suited to support interactive learning, team collaboration, and the visual and engaging presentation of materials (Ridwan et al. 2023). However, despite the growing interest in digital learning tools, the integration of cooperative digital platforms like Padlet within the teaching of Arabic reading skills (maharah al-qira'ah) remains underexplored. This gap highlights the need to examine how combining the Group Investigation model with Padlet can create a more interactive, student-centered environment aligned with 21st-century educational principles.

This study thus offers a novel contribution by integrating these two approaches specifically within the context of teaching Arabic reading skills. Earlier studies have demonstrated that the Group Investigation model effectively enhances student engagement and comprehension in reading instruction (حارس ٢٠٢١), through an inquiry-based approach that

promotes collaboration and critical thinking (اكبر ٢٠٢٤). Meanwhile, studies on the use of Padlet (Hawari, Sukardi, and Wahidah 2024), confirm that the platform is effective in developing students' critical and collaborative thinking in digital learning environments. Nevertheless, its integration into the teaching of maharah al-qira'ah has not yet been extensively explored (Inayah et al. 2025), marking a clear research gap that this study seeks to address (Ismail 2024).

Grounded in this context, the study intends to analyze the application and effectiveness of combining Padlet with the Group Investigation in the teaching process model in reading instruction at MTs Wahid Hasyim 1 Malang. The expected outcomes include not only the improvement of students' reading skills but also the enhancement of critical thinking, teamwork, and the ability to present information effectively. Theoretically, this research contributes to the development of technology-based and collaborative strategies in Arabic language teaching. Practically, it provides guidance for teachers in designing more dynamic and meaningful learning experiences, as well as serving as a reference for other researchers interested in developing innovative instructional models in the field of Arabic education. Thus, this study is expected to address the challenges of conventional teaching and offer a more effective and relevant alternative aligned with the needs of today's learners.

Based on the preceding background, this study aims (1) to explore how the Padlet platform integrated with the Group Investigation model is used in teaching Arabic reading skills (maharah al-qirā'ah) among students at MTs Wahid Hasyim 1 Malang, and (2) to measure the effectiveness of using the Padlet platform with the Group Investigation model in improving students' Arabic reading skills. Accordingly, the research seeks to answer the following questions: (1) How is the Padlet platform integrated with the Group Investigation model used in teaching Arabic reading skills at MTs Wahid Hasyim 1 Malang? (2) To what extent is the use of the Padlet platform with the Group Investigation model effective in enhancing students' Arabic reading skills at MTs Wahid Hasyim 1 Malang?.

2. Methods

This study employed a quantitative approach (Ardyan et al. 2023) quasi-experimental research design. The chosen approach aligns with the study's objective to evaluate how the combination of Padlet media and the Group Investigation model enhances students' reading skills. This research utilized a Nonequivalent Control Group Design, where two non-randomly selected groups (experimental and control) were given both pre-tests and post-tests to measure differences in outcomes (Sugiyono 2014). Teaching in the experimental group incorporated

Padlet and the Group Investigation approach, in contrast to the control group, which relied on conventional instructional practices without these tools.

Data were collected using three main methods: observation, documentation, and testing (Thalib 2022). Observation was employed to monitor the reading instruction process before and after the treatment, including student participation, teacher strategies, and classroom interactions. Documentation involved gathering data such as teaching modules, student profiles, and the results of both pre-tests and post-tests. Testing was conducted in two phases pre-test (before treatment) and post-test (after treatment) to quantitatively measure students' improvement in reading skills. The test instruments were validated and tested for reliability using SPSS software, yielding valid and reliable results (Cronbach's Alpha = 0.807) (Isma, Sambella, and Az-Zahra 2023).

All eighth-grade students of MTs Wahid Hasyim 01 Malang were included as the population of this study, totaling 60 students. The researcher employed purposive sampling techniques (Djollong 2014), nd selected two classes with a total of 40 students as the sample. Class VIII-A was designated as the experimental group, while Class VIII-B served as the control group. The research was conducted at MTs Wahid Hasyim 01 Malang during the second semester of the 2024/2025 academic year.

The study employed an Independent Samples t-test for data analysis, processed using SPSS version 21. Prior to hypothesis testing, the data were examined for normality via the Shapiro–Wilk test and for homogeneity via Levene's test. If these assumptions were not met, the analysis proceeded with the non-parametric Mann–Whitney U test instead of the t-test (Danuri and Maisaroh 2019). The purpose of this analysis was to examine the presence of a significant difference in reading achievement between students taught through the combination of Padlet and the Group Investigation model and those taught through conventional instruction.

3. Results

Findings Findings from the first stage of the research indicated that the combination of Padlet media and the Group Investigation model facilitated an engaging environment that promoted interaction and collaboration among students.. The entire learning process was carried out in several stages, starting from material preparation and the introduction of Padlet to students, group formation, planning the investigation, collecting data from Arabic texts, group discussions, and culminating in the presentation of learning outcomes. Each student group collaborated in reading, analyzing, and summarizing the content of the text (Gharaibeh, Mahmoud 2025), which was then published on their respective Padlet boards.

During the information-gathering phase, Padlet was utilized as a digital documentation tool where students recorded new vocabulary, wrote their understanding of the text content, and provided feedback on the findings of other groups. The teacher facilitated this process by offering guidance and direct feedback through the comment feature. This activity encouraged active student participation, enhanced group interaction, and stimulated critical thinking in comprehending reading materials. Through the use of Padlet, the learning process became not only more engaging but also more structured and organized..

The final stage involved group presentations of their findings using Padlet, followed by evaluation through observation and reading tests. The teacher assessed not only the students' collaborative processes and the quality of the content displayed on Padlet but also their individual test results. The outcomes of this stage indicated that students were more active, confident, and better able to comprehend the content of the texts compared to when traditional teaching methods were used.

During the second stage, the study sought to assess the extent to which the use of Padlet media combined with the Group Investigation model contributed to the improvement of students' reading proficiencyTo accomplish this objective, the study compared the learning outcomes of the experimental group, which received the treatment, with those of the control group, which did not, using pre-test and post-test assessments.

Although the control group's mean score increased from 48.65 to 61.70, the results remained within a low category, suggesting that the teaching method was not sufficiently effective in enhancing students' reading proficiency. In comparison, the experimental group exhibited a substantial increase from 62.30 to 81.25. This progress highlights the effectiveness of the applied instructional strategy and suggests enhanced text comprehension, vocabulary acquisition, and ability to communicate text meaning among students.

Statistical evidence supported these findings, with the Shapiro-Wilk normality test revealing that the data from both groups met the assumption of normal distribution (significance value > 0.05).

Table 1. Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Result	Control Group Pre-Test	.093	20	.200[*]	.986	20	.985

Control Group Post-Test	.170	20	.134	.928	20	.138
Experimental Group Pre-Test	.174	20	.113	.945	20	.292
Experimental Group Post-Test	.140	20	.200[*]	.945	20	.303

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The Shapiro–Wilk normality test showed that all Sig. values were above 0.05, indicating normally distributed data. Specifically, the test results were 0.985 for the Control Pre-Test, 0.138 for the Control Post-Test, 0.292 for the Experimental Pre-Test, and 0.303 for the Experimental Post-Test. Since all exceeded the 0.05 criterion, the data from both pre-test and post-test groups met the assumption of normality. Consequently, the data satisfied the assumptions necessary for conducting further parametric analyses, such as the t-test.The Levene's Test for homogeneity of variances also indicated that the data between the two groups were homogeneous (significance value = 0.424).

Table 2. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Learning Outcomes of Reading Skill	Based on Mean	.652	1	38	.424
	Based on Median	.583	1	38	.450
	Based on Median and with adjusted df	.583	1	37.748	.450
	Based on trimmed mean	.654	1	38	.424

The homogeneity of variances test results, as summarized in the preceding table, indicated that all significance (Sig.) values-calculated using the mean, median, median adjusted for degrees of freedom, and trimmed mean-exceeded the 0.05 threshold. Specifically, the significance value was 0.424 when computed based on the mean and 0.450 when based on the median. These results confirm that the variances of the experimental and control groups are statistically homogeneous, thereby satisfying the assumption of equal variances required for conducting parametric analyses such as the t-test. As such, the comparison of reading skill (maharah qira'ah) outcomes between the two groups can be conducted validly and reliably.

In the final stage, the Paired Samples T-Test showed a significance value of 0.000, far below the accepted 0.05 limit, confirming a statistically significant difference.

Table 3. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
air 1	Pre Test - Post Test	-19.750	2.552	.571	-20.944	-18.556	-34.609	19	.000

The results of the Paired Samples t-test, as summarized in the table, revealed a mean score difference of -19.750 between the pre-test and post-test, with a standard deviation of 2.552 and a standard error of 0.571. The 95% confidence interval for the mean difference extended from -20.944 to -18.556, indicating a stable and significant negative shift. The obtained t-value of -34.609 (df = 19) and a significance level (Sig. 2-tailed) of 0.000-well below the 0.05 criterion-confirm the presence of a statistically significant difference between the two tests. This result provides strong evidence that integrating Padlet media with the Group Investigation model significantly improved students' reading proficiency (*maharah qira'ah*) in the experimental group.

In conclusion, the implementation of Padlet media combined with the Group Investigation learning model has proven effective in developing students' Arabic reading proficiency. Beyond improving textual comprehension, this pedagogical strategy also promotes higher levels of motivation, collaborative engagement, and critical thinking within Arabic language instruction.

4. Discussion

Drawing on data collected through observation, pre- and post-testing, and documentation during instruction, the study concludes that integrating Padlet media with the Group Investigation model positively affected the teaching of maharah al-qirā'ah at MA Wahid Hasyim 01 Malang. Padlet proved effective in cultivating an engaging, interactive, and collaborative learning environment (Boateng and Nyamekye 2022). Padlet functioned not merely as a visual support tool but as an interactive digital workspace that facilitated students' access to materials, documentation of group discussions, and the organized presentation of ideas in a clear and coherent manner (Bozatzi 2021). Meanwhile, the implementation of the Group Investigation model promoted active collaboration among students, deeper exploration of text meanings, and the articulation of their comprehension through group presentations and discussions. Such practices cultivated a learner-centered environment, positioning the teacher primarily as a facilitator.

The findings demonstrate that the combination of Padlet and the Group Investigation model enriched instructional methods and enhanced students' active participation in comprehending Arabic reading texts. Padlet acted as a digital platform that supported every stage of the Group Investigation process from planning and collecting information to presenting results. The interactive features of Padlet, such as uploading texts, images, comments, and real-time responses, allowed students to collaborate more dynamically and flexibly. This supports (Sharan and Sharan 1992) view that the Group Investigation model fosters active and cooperative engagement in understanding learning materials. Through this process, students became more responsible for their own learning, improved their problem-solving skills, and developed a sense of shared ownership over their group's outcomes.

Furthermore, teachers could directly monitor each group's progress through Padlet, provide feedback, and evaluate learning more comprehensively. This made the learning process transparent, traceable, and well-documented. This finding aligns with (Pratama and Fitri 2025). who argue that digital media strongly supports project-based and inquiry-based learning. The integration also meets the demands of 21st-century education, which emphasizes collaboration, digital literacy, and communication skills. As (Heronica 2024), notes reading competence in the digital era extends beyond textual comprehension to include the ability to navigate, interpret, and communicate information effectively across digital platforms.

Findings from statistical analysis further confirmed the effectiveness of this integration. The Paired Samples T-Test yielded a significance value of 0.000, which is far below the accepted threshold of 0.05, indicating a substantial improvement in students' reading performance. Thus, the null hypothesis was rejected, and it was concluded that students taught using the Padlet-integrated Group Investigation model made significantly greater progress in reading skills compared to those taught using conventional methods.

These results are consistent with previous studies (Hawari, Sukardi, and Wahidah 2024), found that the integration of the Group Investigation model with Padlet significantly enhanced students' critical thinking and overall academic performance. In a similar vein, the study by (Febria 2023) reported that students taught through the Group Investigation model achieved higher reading comprehension scores than those in control groups. Moreover, the findings correspond with the conclusions of Kostaki and Linardakis (2025), who highlighted the value of digital collaboration tools like Padlet in fostering learner autonomy and interaction. The present study thus strengthens the growing body of evidence supporting the effectiveness of integrating digital media with cooperative learning models in language education particularly in Arabic maharah al-qira'ah instruction.

The results suggest that Arabic language teachers should consider adopting blended cooperative approaches that combine inquiry-based models with digital platforms such as Padlet. This integration promotes deeper comprehension, enhances engagement, and encourages students to take greater responsibility for their learning. Moreover, it aligns Arabic language pedagogy with modern educational trends emphasizing communication, collaboration, critical thinking, and digital literacy.

Despite these positive findings, this study had several limitations. The research was conducted within a limited timeframe and involved a relatively small sample of eighth grade students from one institution, which may affect the generalizability of the results. Additionally, technical constraints such as internet connectivity and students' familiarity with digital tools also influenced the learning process. Future studies are encouraged to include larger participant groups and explore other digital platforms to further validate and extend these findings.

5. Conclusion

This This study demonstrates that integrating the digital platform Padlet with the Group Investigation (GI) learning model is effective in enhancing students' Arabic reading skills (maharah qira'ah) at MTs Wahid Hasyim 01 Malang. The findings specifically revealed a

statistically significant improvement in students' reading achievement, with the experimental group's post-test mean score increasing from 62.30 to 81.25, while the control group only improved from 48.65 to 61.70. This indicates that the Padlet Group Investigation combination effectively supports comprehension, vocabulary acquisition, and reading accuracy.

Pedagogically, this study provides practical implications for Arabic language teachers and curriculum designers. Teachers are encouraged to integrate interactive digital platforms such as Padlet to foster student collaboration, creativity, and engagement in the learning process. For curriculum designers, the findings highlight the importance of incorporating technology supported cooperative learning models to meet 21st-century educational demands, especially in developing students' digital literacy, critical thinking, and communication skills.

For future research, it is recommended to apply the Padlet Group Investigation integration to other Arabic language skills, such as writing (maharah kitabah) or speaking (maharah kalam), or to conduct studies involving a larger and more diverse sample. Further investigation could also explore long term impacts and students' perceptions of motivation and self regulated learning when using Padlet in Arabic language instruction.

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