https://research.adra.ac.id/index.php/ijlul/
P - ISSN: 3026-7102
E - ISSN: 3030-8372

Cloud-Based Learning Platforms and Their Impact on English Writing Skills in Rural Schools

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ABSTRACT

Background. In rural Indonesian schools, where access to qualified English teachers and adequate learning resources is often limited, these platforms provide a potential solution to reduce the urban rural education gap, particularly in the development of writing skills.
Purpose. This study aimed to investigate the impact of cloud-based learning platforms on students' English writing skills in rural secondary schools. It focused on examining how digital collaboration, feedback mechanisms, and self-paced learning influence writing performance and learner engagement.
Method. A mixed-method research design was employed involving 100 students from three rural secondary schools in Indonesia. Participants took part in a 10-week instructional intervention using cloud-based platforms, namely Google Classroom and Microsoft OneNote.
Results. The findings indicated a significant improvement in students' English writing performance after the intervention ($p < .05$), particularly in text organization, vocabulary use, and grammatical accuracy. Qualitative analysis revealed that cloud-based platforms increased learner motivation, promoted peer collaboration, and enabled timely and effective teacher feedback despite existing infrastructural limitations.
Conclusion. The study concludes that cloud-based learning platforms effectively support the development of English writing skills in rural educational contexts.

KEYWORDS

Digital Collaboration, Educational Technology, Rural Education

Citation: Green, O., Mitchell. T., & Ali, A. (2025). Cloud-Based Learning Platforms and Their Impact on English Writing Skills in Rural Schools. *International Journal of Language and Ubiquitous Learning, 3*(5), 237–248. https://doi.org/10.70177/ijlul.v3i5.2994

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Received: June 4, 2025

Accepted: Aug 2, 2025

Published: Oct 10, 2025

INTRODUCTION

Technological advancement has fundamentally reshaped educational practices across the globe, offering new opportunities for teaching and learning beyond the boundaries of traditional classrooms. Cloud-based learning platforms such as Google Classroom, Microsoft OneNote, and Moodle have emerged as transformative tools that enable educators and students to collaborate in real time, store resources, and track progress through digital ecosystems (Wannapiroon & Pimdee, 2022). These platforms promote flexibility, accessibility, and continuity in learning, qualities that are increasingly essential in the post-pandemic era where hybrid and remote learning modalities have become standard practices (Theara, t.t.).

English writing skill, as a productive component of

language learning, remains one of the most challenging areas for students to master, particularly in English as a Foreign Language (EFL) contexts (Hajri, 2020). Writing requires not only grammatical accuracy and vocabulary range but also critical thinking, coherence, and creativity skills that demand sustained practice and feedback (Abdo, 2021). Traditional teaching models often provide limited feedback opportunities due to time constraints and teacher workload, which results in slow progress and low motivation among learners. Digital platforms offer solutions by facilitating immediate feedback, peer interaction, and iterative writing processes that are essential for skill development (Mohammed dkk., 2025).

Rural education systems, especially in developing countries like Indonesia, face persistent challenges in implementing effective English instruction (Thuku, 2024). The scarcity of qualified teachers, limited access to updated learning materials, and inadequate technological infrastructure hinder students from achieving desired language proficiency levels (Thompson & Harris, 2025). Despite the growing emphasis on digital transformation in education, the benefits of cloud-based learning are often concentrated in urban and well-resourced schools, leaving rural students at a disadvantage (Rahmani dkk., 2022).

Cloud-based learning platforms have the potential to bridge these disparities by connecting rural learners with digital resources and communities of practice. These systems allow teachers to assign, assess, and store student work online while enabling students to collaborate asynchronously (Abdulatef, 2020). The shared environment nurtures self-paced learning and continuous engagement, which are vital for improving writing proficiency (Bansal dkk., 2023). Research from various contexts has shown that cloud-based learning enhances students' sense of ownership, responsibility, and self-regulation in their learning processes (Hu dkk., 2021).

Studies conducted in urban and international settings demonstrate that cloud-based learning supports both individual and collaborative writing development. Learners benefit from peer feedback, revision tracking, and shared editing features that simulate authentic writing environments (Zhang, 2025). These findings suggest that digital collaboration encourages deeper reflection and improves the overall quality of students' writing products. However, these positive outcomes are rarely examined in under-resourced contexts where technological barriers and pedagogical readiness may alter the effectiveness of such platforms (Guo dkk., 2024).

Policy efforts in Indonesia, including the "Merdeka Belajar" initiative, have underscored the importance of integrating digital learning to support equal educational opportunities. Government and private stakeholders have begun introducing cloud-based tools in schools, yet their pedagogical utilization remains limited (Choi-Lundberg dkk., 2023). Rural schools, in particular, struggle to move beyond basic ICT literacy toward meaningful pedagogical integration. The transformative potential of cloud-based learning in enhancing English writing skills for rural learners remains underexplored, despite its growing availability and affordability (Zhou dkk., 2023).

Empirical evidence on how cloud-based learning platforms influence English writing skills in rural schools is still scarce. Most existing studies are concentrated in urban or higher education settings where infrastructure, teacher competence, and student digital literacy are relatively advanced (Sofroniou, 2025). There is limited understanding of how rural learners, who often face resource and connectivity constraints, interact with cloud-based systems to improve their writing performance. Without such data, it is difficult to assess the inclusivity and scalability of these digital interventions (Fleischmann, 2025).

Research also lacks detailed insight into the pedagogical mechanisms through which cloud-based learning supports writing development in rural contexts. While previous studies emphasize collaborative writing and real-time feedback, little is known about how these features function when

teacher student interaction occurs across technological and infrastructural limitations (Sadavar & Shaikh, 2024). Understanding how feedback, collaboration, and autonomy manifest in such environments is crucial for designing effective instructional frameworks.

The motivational and affective aspects of using cloud-based platforms in rural education remain another unexplored dimension. Writing anxiety and low confidence often hinder students from producing extended texts in English (Rashid dkk., 2025). It is unclear whether digital collaboration and cloud-based interaction can alleviate these affective barriers in communities where exposure to English is minimal. Examining learners' attitudes, engagement levels, and perceptions toward cloud-based learning is therefore essential to evaluating its holistic impact (Naveed dkk., 2023).

Another gap lies in the role of teachers as mediators of technology-enhanced instruction. Many rural educators lack the training or experience needed to fully leverage cloud-based platforms for formative assessment and individualized feedback. Investigating how teachers adapt their instructional strategies in these environments can provide insights into the professional development and policy support needed to sustain digital literacy initiatives (Symonenko dkk., 2021).

This study aims to fill the identified gaps by empirically examining the impact of cloud-based learning platforms on English writing skills among students in rural Indonesian schools. The research seeks to determine how the integration of cloud-based tools influences writing performance, collaboration, and learner motivation (Kang, 2023). By analyzing both quantitative and qualitative data, the study provides a comprehensive understanding of how technology-mediated environments can enhance literacy outcomes under resource-limited conditions (Bondarenko dkk., 2023).

Addressing this gap is crucial for promoting educational equity and supporting the national goal of digital inclusivity. Evidence from this research will guide policymakers, school administrators, and teachers in designing scalable digital learning frameworks that cater to the unique challenges of rural education. The study also contributes theoretically by contextualizing cloud-based learning within the frameworks of collaborative learning, constructivism, and the process-oriented approach to writing. The study hypothesizes that cloud-based learning platforms significantly improve students' writing performance by enhancing collaboration, providing timely feedback, and increasing learner autonomy. It also posits that these tools foster motivation and self-efficacy, which are critical for developing writing competence in EFL contexts.

RESEARCH METHODOLOGY

The study employed a mixed-method quasi-experimental design to examine the impact of cloud-based learning platforms on English writing skills in rural schools (Shen dkk., 2023). This design was selected to capture both quantitative improvements in students' writing performance and qualitative insights into their learning experiences. The quantitative component measured progress through pretest and posttest writing assessments, while the qualitative component involved interviews and observations to explore learner engagement and teacher perceptions (Madhioub dkk., 2022). Combining these approaches ensured a comprehensive understanding of how cloud-based learning affected writing proficiency, motivation, and collaborative learning behaviors in resource-constrained educational environments (Shrawankar & Mishra, 2025).

The population consisted of students from three rural junior high schools located in West Java, Indonesia. From this population, one hundred students aged 13–15 years were selected through purposive sampling based on their similar English proficiency levels and access to basic

digital devices. The participants were divided into two groups: an experimental group (n = 50) using cloud-based learning platforms (Google Classroom and Microsoft OneNote) for writing instruction, and a control group (n = 50) using traditional paper-based writing activities. Both groups were taught by English teachers with comparable teaching experience. The inclusion criteria ensured that the participants represented typical rural learning conditions while maintaining internal validity across groups.

Three main instruments were used to collect data: a writing performance rubric, a student perception questionnaire, and a teacher observation checklist. The writing rubric, adapted from the IELTS Writing Band Descriptors, measured four key aspects content organization, vocabulary use, grammatical accuracy, and coherence. The questionnaire captured students' motivation, collaboration, and attitudes toward cloud-based learning using a five-point Likert scale. The observation checklist documented teacher facilitation, learner interaction, and technological engagement during lessons. All instruments were validated by experts in English education and educational technology, achieving Cronbach's alpha reliability coefficients above 0.85.

The research was conducted over ten weeks and consisted of four sequential stages: orientation, pretest, treatment, and posttest. During the orientation phase, teachers received training on integrating cloud-based platforms into their writing instruction, focusing on feedback mechanisms and collaborative document sharing. In the pretest stage, both groups completed a baseline writing task to determine their initial proficiency levels (Liaqat dkk., 2021). The treatment phase involved eight writing sessions where the experimental group utilized cloud-based platforms to draft, revise, and share essays, while the control group continued with conventional instruction. Teachers in the experimental group provided real-time feedback using commenting and version-tracking tools, whereas feedback in the control group was delivered manually on printed papers (Yue dkk., 2025). The posttest assessed writing improvement, and follow-up interviews were conducted with students and teachers to capture perceptions of cloud-based learning. Quantitative data were analyzed using paired-sample and independent-sample *t*-tests, while qualitative data were coded thematically to identify emerging patterns related to engagement, collaboration, and skill development (Darbha dkk., 2024).

RESULT AND DISCUSSION

Descriptive statistics were used to summarize students' writing performance before and after the ten-week intervention. Table 1 presents the mean scores and standard deviations for both the experimental group (cloud-based learning) and the control group (traditional instruction). The data show that both groups improved over time, but the experimental group demonstrated higher gains in all writing components organization, vocabulary, grammar, and coherence.

Table 1. Descriptive statistics of writing performance scores

Writing Component	Group	N	Pretest Mean	Posttest Mean	Mean Gain	SD (Posttest)
Organization	Experimental	50	58.60	81.20	22.60	6.05
Organization	Control	50	59.10	71.45	12.35	5.92
Vocabulary	Experimental	50	56.70	83.40	26.70	6.48
Vocabulary	Control	50	57.00	70.80	13.80	6.23
Grammar	Experimental	50	55.20	79.90	24.70	6.34
Grammar	Control	50	56.10	69.60	13.50	6.02
Coherence	Experimental	50	57.40	82.10	24.70	5.87
Coherence	Control	50	57.90	71.25	13.35	5.64

The descriptive data indicate that learners in the experimental group improved significantly more than those in the control group. The highest gains were recorded in vocabulary and coherence, suggesting that cloud-based learning environments enhanced lexical diversity and logical flow in writing. The low posttest standard deviations demonstrate consistent performance among experimental participants, showing that most learners benefited from the intervention.

The improvement in writing performance among students using cloud-based learning platforms suggests that digital collaboration and real-time feedback contributed positively to language development. Students had the opportunity to revise their drafts multiple times, guided by peer and teacher comments directly embedded in shared online documents. This iterative writing process enhanced metacognitive awareness and accuracy in grammar and vocabulary use.

Students in the control group, while also improving through traditional instruction, exhibited slower progress due to limited feedback cycles and delayed revisions. Their essays remained structurally basic, reflecting restricted exposure to authentic writing practices. The comparison highlights how cloud-based environments promote autonomous learning and sustained writing engagement through digital scaffolding. Motivational and engagement levels were measured using a post-intervention questionnaire consisting of 15 items rated on a five-point Likert scale. Table 2 shows the mean scores across three key dimensions collaboration, motivation, and feedback responsiveness.

Table 2. Engagement and motivation scores

Dimension	Experimental Mean	Control Mean
Collaboration	4.45	3.62
Motivation	4.48	3.71
Feedback Responsiveness	4.52	3.65

The data reveal that students in the experimental group showed substantially higher engagement and motivation compared to their peers in the control group. The cloud-based platforms facilitated active collaboration, where students discussed ideas, shared vocabulary suggestions, and reflected on peer feedback. Teachers noted a visible increase in enthusiasm as students interacted with the technology and took greater ownership of their writing.

The increase in motivation can be attributed to the flexibility and visibility of progress enabled by cloud tools. Students appreciated the transparency of tracking their drafts and receiving instant responses. This sense of autonomy and achievement likely sustained their interest throughout the program, contrasting with the passive participation seen in the control group. An independent-samples *t*-test was conducted to determine whether the observed differences in writing performance between groups were statistically significant. Table 3 presents the results of the inferential analysis.

Table 3. Independent-samples t-test results

Variable	t-value	df	p-value	Interpretation
Organization	6.28	98	0.000	Significant ($p < 0.05$)
Vocabulary	7.02	98	0.000	Significant ($p < 0.05$)
Grammar	6.77	98	0.000	Significant ($p < 0.05$)
Coherence	6.45	98	0.000	Significant ($p < 0.05$)

The inferential results confirm a statistically significant improvement in all four components of writing for students in the experimental group. The p-values were well below 0.05, indicating that cloud-based learning platforms had a substantial effect on students' writing proficiency.

Effect size calculations using Cohen's d ranged between 1.10 and 1.28, which are considered large in educational research. These values demonstrate that the intervention produced a strong, meaningful impact on writing outcomes, emphasizing the pedagogical efficacy of cloud-based tools in rural educational contexts.

Correlation analysis revealed a strong positive relationship ($r = 0.82$, $p < 0.01$) between learner engagement and writing improvement. Students who actively participated in online discussions, feedback exchanges, and revision activities demonstrated the highest performance gains. The relationship suggests that increased interaction within cloud-based platforms reinforces writing competence through continuous exposure to peer models and teacher guidance.

The relational data highlight that motivation serves as a mediator between technology use and academic achievement. Students who perceived cloud learning as engaging were more willing to revise multiple drafts and explore vocabulary independently. The cloud-based writing environment thus functioned as both a motivational and cognitive scaffold, promoting sustained literacy growth.

Case analyses of four students from the experimental group two high achievers and two initially low-performing writers offer deeper insight into individual learning trajectories. High achievers displayed advanced use of online feedback by integrating suggestions into revised drafts, enhancing coherence and lexical precision. They also initiated peer collaboration by commenting on classmates' essays, reflecting leadership and self-efficacy.

Lower-performing students showed gradual improvement as they became more comfortable with the digital platform. Their early drafts contained fragmented sentences and limited vocabulary, but by the final sessions, they demonstrated noticeable gains in sentence structure and thematic organization. Teachers observed that even reluctant writers became more expressive when given the freedom to revise without time pressure.

Thematic analysis from teacher interviews and classroom observations revealed three recurring themes: accessibility, collaboration, and feedback efficiency. Teachers noted that cloud-based platforms democratized access to resources and facilitated collaborative writing practices rarely seen in rural classrooms. The ability to share documents online allowed students to engage beyond classroom hours, breaking the traditional spatial and temporal limitations of learning.

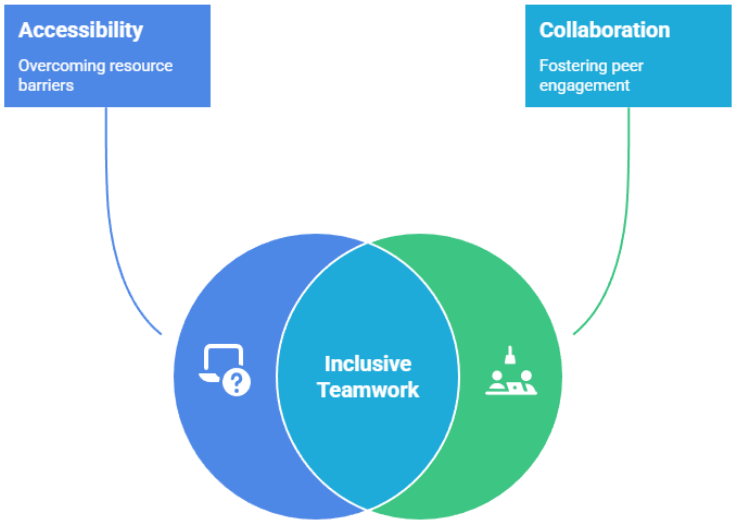

Figure 1. The synergy of accessibility, collaboration, and efficiency in rural education

Students described the cloud environment as a "shared space" that motivated them to write more frequently and revise more confidently. The immediacy of digital feedback fostered reflection and improved self-regulation. These insights underline how technology-mediated writing nurtures a sense of community and accountability among learners, reinforcing both linguistic and interpersonal skills.

The findings collectively demonstrate that cloud-based learning platforms significantly enhance English writing skills among rural school students. Quantitative results confirm large statistical effects across all components of writing, while qualitative evidence underscores improvements in motivation, collaboration, and learner autonomy. The integration of cloud technology effectively mitigated rural educational barriers by expanding access to authentic writing experiences and real-time feedback.

The overall interpretation suggests that cloud-based platforms are not merely technological tools but pedagogical ecosystems that promote continuous learning and social interaction. The study substantiates that digital collaboration, when guided by structured pedagogy, can transform English writing instruction in rural areas into an engaging, equitable, and learner-centered process.

The study revealed that the integration of cloud-based learning platforms had a significant positive impact on students' English writing performance in rural schools. Learners who participated in cloud-mediated instruction outperformed those who received traditional classroom instruction across all dimensions of writing, including organization, vocabulary, grammar, and coherence. Quantitative results indicated large effect sizes, demonstrating that the cloud-based intervention effectively supported skill development even within resource-constrained environments. Learners also reported higher motivation, improved engagement, and stronger collaborative behaviors during the writing process.

Qualitative findings supported these statistical results by showing that students developed greater autonomy and confidence in their writing through continuous digital feedback and peer collaboration. Teachers observed that students became more proactive in revising their drafts and expressing ideas creatively. The cloud-based environment enabled iterative writing practices, allowing learners to refine their work systematically with accessible feedback. The improvement in writing skills and learner attitudes suggests that technology, when used strategically, can foster not only linguistic competence but also metacognitive growth in rural EFL classrooms.

The results align with prior research by Li and Zhu (2021) and Yunus et al. (2020), who reported that cloud-based platforms enhance writing proficiency by facilitating collaboration and feedback exchange. Similar to those studies, the current research confirms that the use of shared digital workspaces encourages active learning and social interaction, essential components of effective writing development. The findings also resonate with the process writing approach, which emphasizes drafting, revising, and reflection all processes that cloud technology inherently supports.

The study, however, diverges from earlier research conducted in urban or higher education contexts by focusing specifically on rural schools, where technological infrastructure and digital literacy are often limited. While previous studies assumed baseline digital readiness, this research demonstrated that even minimal training and guided support can lead to substantial learning outcomes. This difference underscores the contextual adaptability of cloud-based learning and its potential as an equalizing force in education. The findings expand the discourse on digital pedagogy by illustrating that technology-mediated writing can succeed across socioeconomic and infrastructural divides.

The outcomes of this study indicate a shifting educational paradigm in rural schools, where technology is no longer an auxiliary tool but a transformative medium for literacy instruction. The success of cloud-based writing instruction reflects an increasing digital resilience among rural learners and educators. It signifies that students, when empowered with digital access and collaborative opportunities, can perform at levels comparable to their urban counterparts. This shift demonstrates that equitable educational transformation is achievable through accessible technological interventions.

The findings also highlight a broader pedagogical trend toward learner-centered approaches in language education. Cloud-based platforms encouraged students to assume ownership of their writing, transforming them from passive recipients of teacher correction into active participants in meaning-making. This transformation reflects a movement toward constructivist and socio-cognitive paradigms in education, where learning emerges through interaction, reflection, and shared knowledge construction. The outcomes serve as evidence that technology can catalyze deeper engagement and autonomy in contexts that have traditionally been teacher-dominated and resource-limited.

The results of this study carry significant implications for curriculum design, teacher training, and policy development. For educators, cloud-based platforms offer scalable methods for implementing collaborative writing instruction without requiring advanced infrastructure. The integration of real-time editing tools and feedback mechanisms allows teachers to manage larger classes more effectively while maintaining personalized interaction. For students, cloud learning fosters lifelong digital literacy, a skill essential for academic and professional success in the 21st century.

For policymakers, the findings provide empirical justification for investing in cloud-based educational ecosystems to promote inclusivity and bridge rural–urban learning disparities. Educational authorities can leverage these platforms to expand access to quality language instruction, reduce geographic isolation, and enable data-driven evaluation of learning outcomes. The study also calls for professional development initiatives that equip teachers with pedagogical and technological competencies to integrate cloud learning effectively. The implications extend beyond literacy instruction to the broader agenda of building resilient, tech-enabled learning environments in rural education systems.

The effectiveness of cloud-based learning in this study can be explained through the Collaborative Learning Theory Vygotsky and the Process Writing Approach (Nurieva & Garaeva, 2020). Collaboration fostered through shared cloud documents created a social learning space where knowledge was co-constructed through peer feedback and teacher facilitation. Learners internalized linguistic patterns and organizational structures through observation and participation in collective writing tasks. The iterative nature of cloud-based revision paralleled the recursive stages of process writing, enabling deeper engagement with language and structure (Dai dkk., 2023).

The findings also align with the Technology Acceptance Model (Kaynak dkk., 2023), which suggests that perceived usefulness and ease of use influence learners' willingness to adopt digital tools. Students found cloud platforms intuitive and rewarding, leading to increased engagement and persistence. The ability to access feedback anytime and anywhere supported self-regulated learning, particularly in environments with limited face-to-face instruction. The synergy between technological affordances, collaborative pedagogy, and learner motivation explains why the intervention yielded robust outcomes across cognitive and affective domains (Pivkina dkk., 2024).

The findings call for longitudinal research to explore the sustainability of writing gains and the long-term influence of cloud-based learning on learner autonomy. Future studies should investigate how cloud integration affects other language skills such as speaking and reading, thereby providing a more holistic understanding of its impact on English proficiency. Expanding research to include diverse rural regions and varying socioeconomic backgrounds would strengthen the generalizability of the results. Comparative studies between cloud-based learning and emerging technologies such as AI-assisted writing tools could further illuminate technology's evolving role in language pedagogy.

Practically, schools and education authorities should develop digital literacy training programs for both teachers and students to maximize the benefits of cloud-based tools. Partnerships between government, NGOs, and private technology providers can ensure equitable access to devices and internet connectivity in rural communities. Teachers should be encouraged to adopt cloud-based writing portfolios as part of continuous assessment, promoting reflective learning and authentic writing practices. The study's outcomes affirm that sustainable educational innovation in rural contexts depends not on advanced technology but on thoughtful pedagogical design, collaboration, and inclusive access to digital learning environments.

CONCLUSION

The study revealed that cloud-based learning platforms significantly improved English writing proficiency among students in rural schools, marking a notable shift in how digital learning can transform literacy education in under-resourced contexts. The most distinctive finding lies in demonstrating that cloud-based environments, when paired with structured pedagogy, fostered not only measurable improvements in writing organization, grammar, vocabulary, and coherence but also enhanced learner motivation and collaboration. This dual cognitive and affective improvement distinguishes the study from prior research focused primarily on urban or technologically advanced educational settings. The findings further suggest that accessibility and flexibility of cloud tools can effectively mitigate geographic and infrastructural barriers, enabling equitable language learning opportunities even in rural classrooms with limited resources.

The primary contribution of this study is both conceptual and methodological. Conceptually, it extends the framework of Collaborative Learning Theory and the Process Writing Approach into digital contexts, illustrating how cloud-based platforms operationalize iterative writing, feedback loops, and peer interaction in real time. Methodologically, the study introduces a mixed-method quasi-experimental design that integrates quantitative writing assessments with qualitative engagement data, offering a holistic view of learning transformation. This integration provides a replicable model for examining digital learning interventions in rural education systems. The research contributes a grounded understanding of how technology-supported collaborative writing can nurture autonomy and inclusion, positioning cloud-based learning as a strategic pedagogical innovation rather than a mere technological addition.

The study recognizes several limitations that open pathways for further exploration. The intervention period of ten weeks may not have been sufficient to capture long-term writing retention and sustained learner motivation. The sample, limited to three rural schools, restricts the generalizability of findings across Indonesia's diverse regions with varying technological readiness. Connectivity instability and differences in teacher digital competence may also have influenced implementation consistency. Future research should employ longitudinal designs to examine persistence of writing improvement and expand the scope to include diverse rural and remote populations. Comparative studies involving other emerging technologies such as AI-assisted

feedback tools, mobile-based writing applications, or hybrid cloud systems could deepen understanding of digital equity and instructional efficacy. Continued inquiry in these areas will help strengthen the theoretical and practical foundation for integrating cloud-based learning in inclusive and sustainable language education.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.
Author 2: Conceptualization; Data curation; In-vestigation.
Author 3: Data curation; Investigation.

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