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Assessing the Effectiveness of Multimodal Text-Based Whole-Language Learning Materials for Children.

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ABSTRACT

Whole Language is a teaching approach that emphasizes the natural process of learning a language, much like how children learn their native tongue. It views language as an integrated system of skills, including reading, writing, speaking, and listening. This approach focuses on the meaning and context of language, rather than simply teaching isolated skills. This study was conducted with a sample of grade IV Elementary School students in West Jakarta who were selected by simple random sampling. The difference between the learning materials that will be developed and the existing ones is that the learning materials developed are based on a whole language approach with specifications of whole language steps consisting of Reading aloud, Journal writing, Sustained silent reading, Shared reading, Guided reading, Guided writing, independent reading, and independent writing. Based on expert validation carried out by three experts each. The results from the material experts have an Aiken V of 0.75 (moderate), language 0.86 (high), and media 0.83 (high). Research on Whole Language has shown a variety of benefits, including increased motivation to learn, better reading comprehension, and the development of critical thinking skills. Overall, the Whole Language approach has the potential to significantly improve the quality of language learning and character education. By implementing Whole Language principles, schools can create a more meaningful, relevant, and enjoyable learning environment for students.

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1. INTRODUCTION

Based on the 2013 Curriculum (Veum et al., 2020) currently in effect, it is determined that Indonesian is a subject that is included in every existing theme by integrating it with other subjects. This shows that Indonesian is a crucial subject for delivering other subjects. The aspects of ability in Indonesian include the ability to listen, speak, read, and write (Latifah & Munajah, 2021). If an individual has adequate language skills, this can make it easier to absorb and convey information both orally and in writing, language skills are interrelated abilities such as the ability to listen with the ability to write, and the ability to read with speaking (Walldén, 2022).

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In the increasingly fierce digital revolution, reading comprehension skills are becoming increasingly crucial. Ironically, survey results show that Indonesian students' interest in reading tends to decline. The 2013 Curriculum, with its focus on developing literacy skills, is here as an effort to reverse this trend. However, its implementation in the field still faces various challenges. How can we create Indonesian language learning that not only meets the demands of the curriculum but is also able to arouse students' interest in reading and improve their comprehension skills?

Reading comprehension skills are the foundation for student success in various fields of study. With good literacy (Martínez et al., 2024), students can access information, analyze data, and solve problems more effectively. However, the results of the Program for International Student Assessment (PISA) show that Indonesian students' reading literacy skills are still far below the average for OECD countries. This worrying data is an alarm for all of us. If not addressed immediately, low reading literacy will hinder the progress of Indonesian education as a whole and impact the nation's competitiveness in the future. PISA (Kemendikbudristek, 2023) has highlighted that many Indonesian students have difficulty understanding complex texts, concluding information, and evaluating arguments. Low reading literacy is not only an educational problem, but also a broader social problem.

The low reading comprehension ability of Indonesian students is a complex problem that requires a comprehensive solution (Yan & Cai, 2021). Some of the main challenges faced are lack of interest in reading, limited vocabulary, difficulty in identifying main ideas, and lack of regular reading practice. To overcome these challenges, a more innovative and holistic learning approach is needed. One promising approach is the Whole Language approach.

Reading literacy (Sagirlı, 2020) is the ability to understand, use, evaluate, and reflect on various types of texts to solve problems, and develop individual capacity, as Indonesian citizens and global citizens so they can contribute productively to society. This fact was strengthened by a preliminary study conducted by researchers by giving a reading comprehension test to fourth-grade elementary school students to measure the level of students' reading comprehension ability in learning Indonesian. The test given is in the form of multiple choice which are adapted to Indonesian language learning in grade IV elementary school.



Figure 1. Indonesia's PISA scores from 2000 -2018

The PISA report released on Tuesday, December 3, 2019, related to Indonesia's reading score, it was ranked 72 out of 77 countries. Among Southeast Asian countries, Indonesia is at the bottom with the Philippines which is ranked last in reading and the score before last in two other fields (Kemendikbud, 2019). Based on this, the government created a Minimum Competency Assessment (AKM) which contains two basic competencies that are measured, namely reading literacy and mathematical literacy (Kemendikbud, 2020). In the 2018 PISA report, Indonesia's score fell relatively in all fields. The sharpest decline occurred in the reading section (Kemendikbudristek, 2023).

Teachers are the center of the transfer of knowledge that students first get. In learning activities, teachers act as facilitators so that learning runs effectively and according to existing conditions (Highland

& Fedtke, 2023). Furthermore, in terms of language learning, three disciplines involve language learning, including linguistics, psychology, and education (Bodén et al., 2023). Linguistics provides students with an understanding of general and specific language information. Psychology explains what a person learns, while education is how a person designs learning that combines learning models that are appropriate to the needs of students. The following are language skills that are difficult to learn, namely.

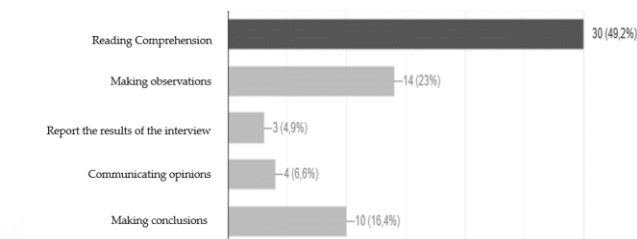


Figure 2. Indonesian language skills that are difficult for students to understand

Based on the needs analysis and several previous studies, it is necessary to develop integrated learning materials with an approach that can improve students' reading comprehension skills. Therefore, the application of the whole language approach is present as a solution to this problem, the difference between the learning materials (Obojska & Vaiouli, 2023a) that will be developed and the existing ones is that the learning materials developed are based on the whole language approach with the specifications of the whole language steps consisting of Reading aloud, Journal writing, Sustained silent reading, Share reading, Guided reading, Guided writing, Independent reading, and Independent writing.

The Whole Language approach offers a fresh alternative to language learning. Rather than focusing on reading skills separately, this approach integrates various aspects of language, such as writing, speaking, and listening, into a meaningful learning process (Aridasarie & Rohmah, 2024). Thus, students not only learn to read word by word, but also understand the context, build knowledge, and develop critical thinking skills. Some of the basic principles of Whole Language that can improve students' reading comprehension include: , students are encouraged to write their responses to the text, either in the form of a summary, analysis, or new creation (Rothe et al., 2024). Using various types of texts, students not only read narrative texts, but also informative, persuasive texts, and others. Creating a language-rich learning environment, schools provide a variety of reading materials, such as story books, magazines, and newspapers, and create comfortable reading corners.

By implementing the Whole Language approach, it is hoped that students can increase their interest in reading. Interesting reading materials (Bodén et al., 2023) and varied reading activities can arouse students' interest in reading. Expanding vocabulary, by reading various types of texts, students will naturally enrich their vocabulary. By improving text comprehension by practicing reading regularly and doing various reading-related activities, students will be more proficient in understanding texts. Becoming active readers, students will be accustomed to thinking critically, analyzing, and evaluating the information they read. The Whole Language approach offers new hope in overcoming the challenges of reading comprehension in Indonesia (Ryan & Goodman, 2016). By integrating various aspects of language and creating a rich learning environment, this approach can help students become better and more meaningful readers. Most teaching materials still focus on printed texts. This can limit students' interest in reading, especially for those who are more visual or kinesthetic (Hahl et al., 2024). Teaching materials are often monotonous and lack variety, so students easily get bored and lose motivation.

Why is Multimodal Text (Bodén et al., 2023) Integration in the Whole Language Approach Better? The use of various media such as video, images, and audio makes learning more interesting

and interactive. By presenting various types of text, learning accommodates various learning styles of students, both visual, auditory, and kinesthetic. Multimodal text helps students understand difficult concepts more visually and contextually. Multimodal text introduces students to new vocabulary in a meaningful context. Multimodal text integration helps students develop skills such as digital literacy, critical thinking, and collaboration. Learning materials (Alrajhi, 2024) that are relevant to students' lives make learning more meaningful and applicable in everyday life. The integration of multimodal text in the whole language approach offers a more comprehensive solution to overcome the limitations of conventional learning materials. By making learning more interesting, relevant, and interactive, this approach can increase students' learning motivation and help them reach their full potential.

This study aims to validate multimodal text-based learning materials integrated with the whole language approach to improve the reading comprehension skills of grade IV Elementary School students in West Jakarta on short story text material. The developed learning materials will be validated by language experts, material experts, and media experts. The Whole Language approach is a language learning approach that emphasizes understanding language in meaningful contexts. This approach views language as a whole and interrelated system, not just a collection of words.

In addition, the learning materials (Obojska & Vaiouli, 2023a) that will be developed are made in printed form and e-books so that they make it easier for teachers and students to use them online or offline and are equipped with videos, and audio learning that make it easier for students to obtain information and make it easier for teachers to provide contextual examples and evaluation sheets where students can fill in the worksheets directly. This makes it easier for teachers in the assessment process and makes it easier for students in the filling process. In addition, reading materials for each material will display stories in the context of Pancasila learning values following the new independent learning.

Integrating reading, writing, listening, and speaking is very effective in improving reading comprehension in the Whole Language approach. These four language skills are interrelated and mutually supportive. When students read, they not only receive information, but also build understanding through the experience of writing, listening, and speaking about the text. By integrating the four skills, learning becomes more meaningful. Students can connect what they read with personal experiences, prior knowledge, and the world around them. Students are not only recipients of information but are also actively involved in the learning process (Andajani et al., 2024). They interact with texts, discuss with peers, and produce their own written works. Through reading, writing, listening, and speaking activities, students develop various thinking skills, such as analyzing, evaluating, and synthesizing information. In short, by integrating the four language skills in the Whole Language approach, students not only learn to read word by word, but also understand the meaning contained in the text, and develop overall language skills.

The whole language approach combined with digital tools and multimodal texts (Bodén et al., 2023) offers a richer, more interactive and relevant learning experience for students. Digital tools provide access to a wide range of reading, video, audio and image sources from around the world. This allows students to explore a wider and more diverse range of topics from an early age. Students can adjust their learning pace, choose topics of interest, and review material that they do not yet understand according to their individual needs. Multimodal texts such as videos, animations, and infographics help students visualize abstract concepts from the beginning of learning so that their understanding is deeper. Digital tools allow students to interact directly with the learning material from the beginning, for example by answering quizzes, playing educational games or making creative projects. This makes learning more fun and effective.

From an early age, students are trained to search for, evaluate and use information from various digital sources. This prepares them for an increasingly digital world (Ma'rufah Rohmanurmeta et al., 2024). Digital tools facilitate collaboration between students from the beginning of learning, for example through online group projects. Students can express their ideas through various forms of

digital media from an early age, thereby enhancing their creativity. Students can arrange the time and place of learning according to their needs from the beginning, thereby increasing their sense of ownership of the learning process. Fun and relevant learning experiences from the start can increase students' motivation to learn. Students can work together in small groups to create simple digital stories or short presentations.

2. METHODS

Based on this, the research and development model uses the Instructional Design model Dick and Carey by combining the Tomlinson model (Latifah et al., 2023) (Goffman & Gerken, 2023). The Dick and Carey model and the Tomlinson model are both widely recognized frameworks for instructional design. Their integration provides a comprehensive and effective approach to developing Whole Language-based learning materials. The Dick and Carey model is a systematic instructional design model that outlines a series of steps for creating effective instructional materials. These steps include: 1) Needs Analysis: Identifying the needs and goals of learners. 2) Learning Objectives: Defining specific learning outcomes. 3) Instructional Strategies: Selecting appropriate teaching methods and activities. 4) Assessment: Developing assessments to measure learning outcomes. 5) Evaluation: Evaluating the effectiveness of the instruction.

This model provides a structured framework for developing instructional materials, ensuring that they are aligned with learning goals and meet the needs of learners. The Tomlinson model is a differentiated instruction model that emphasizes providing students with different learning opportunities based on their individual needs and abilities. This model includes: 1) Flexible Grouping: Grouping students based on their learning needs and interests. 2) Tiered Activities: Providing different levels of activities to accommodate students at various levels of understanding. 3) Choice: Giving students choices in their learning activities. 4) Differentiated Assessment: Assessing students in ways that reflect their strengths and weaknesses. 5) This model ensures that instructional materials are accessible and engaging for all students, regardless of their learning styles or abilities. The integration of the Dick and Carey model and the Tomlinson model offers several advantages for developing Whole Language-based learning materials. The visualization is as follows:

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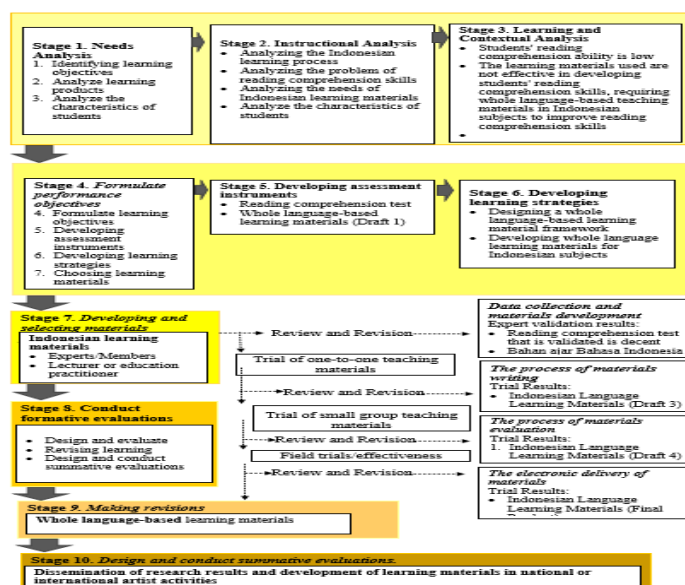


Figure 3. Steps for developing whole language-based learning materials for Indonesian language subjects.

Developing and selecting materials 1. Stage The analysis of language teaching materials Validation of learning materials is done by experts. The selection of experts for expert judgment is based on the criteria of 1) at least a doctorate, 2) having expertise in the field of elementary education, 3) having expertise in the field of language, and 4) having experience in compiling learning materials.

Language experts ensure the use of correct language, in terms of grammar, spelling, and word choice. They also ensure that the language used is (Aridasarie & Rohmah, 2024) appropriate to the level of understanding of the audience. Improve the language style to be more effective and interesting. They ensure that the sentences used are clear, concise, and easy to understand. And maintain consistency in the use of language throughout the material. They ensure that technical terms are used consistently and do not cause confusion. With the criteria used for validation, namely: Suitability to the level of development of the participants, communication, and coherence, and accuracy of thought flow.

Meanwhile, media experts assess whether the media used (eg images, videos, animations) are effective in conveying messages. They ensure that the media is relevant and interesting, and supports the material. (Obojska & Vaiouli, 2023a) check the technical quality of the media, such as image resolution, video duration, and compatibility with devices. Setra assesses the overall design of the material, including layout, color, and typography. They ensure that the design is attractive and supports the learning process. with validity Ease of use, presentation eligibility Media integration, whole language approach, and function

Input from experts revises of teaching materials better (Alrajhi, 2024). The role of experts is very important in ensuring the quality of learning materials. Through collaboration between language experts, material experts, and media experts, accurate, relevant, interesting, and effective materials can be produced to achieve learning objectives.

Learning materials are validated in conjunction with the review process from experts. This review aims to ask for suggestions, input, and improvements from experts. All suggestions and input from those related to learning materials become evaluation materials to improve the first draft of learning materials. The results of the revision of the draft of learning materials are then validated by the experts. The draft is ready to be tested in the form of an initial field trial. The results of the validation of learning materials by these experts show the feasibility of the mathematics learning materials developed.

3. FINDINGS AND DISCUSSION

3.1 The Needs Analysis

The questionnaire was created in an online form to make it easier for respondents to access it anywhere. A total of 211 teachers who have filled out the questionnaire completely to be used as research samples. This research was conducted during the Covid pandemic so that for the data collection technique the researcher used a purposive sampling technique through Google Form which was distributed to several regions in Indonesia. Descriptive data on demographic characteristics including gender, length of teaching experience, and educational background of teachers are presented in the following table.

Table 1. Participant Demographic Information

Gender	Male	83
	Female	131
Teaching Duration	Less than 5 years	100
	More than 5 years	111
Graduated	PGSD	178
	Non PGSD	33

The selection of interview samples was obtained through the classification of evaluation of questionnaire jaws and the selection of various responses to help understand the answers revealed by the questionnaire analysis (Walldén, 2022). In filling out the questionnaire, respondents were asked to include their telephone number if they were willing to be interviewed. The percentage showed that almost all the questionnaires were willing to interview by providing their box details(Aridasarie & Rohmah, 2024). As a result, an "information-rich" sample was selected from among the available participants, which varied according to their answers and characteristics. Until the end of the fifteen samples were found.

The length of teaching experience does have a significant correlation with how a teacher selects and uses learning materials. The longer a teacher teaches, the richer the experience and knowledge he/she has, which in turn will affect his/her perspective on learning, especially in terms of reading comprehension and learning resources (Lin et al., 2024). Teachers with longer experience tend to better understand how students' cognitive development occurs over time. They can adjust the level of difficulty of the reading material according to the student's developmental stage. Repeated experience allows teachers to identify the various learning styles of students. This allows them to choose a variety of reading materials and learning resources to accommodate differences in learning styles. Experienced teachers better understand the interests and needs of individual students (Bodén et al., 2023). They can choose reading materials that are relevant and interesting to students.

Extensive experience allows teachers to have a rich bank of materials, including reading materials that have been proven effective. Senior teachers understand how one reading material is related to other materials in the curriculum(Gartziarena et al., 2024). They can build a more holistic understanding in students. The length of teaching experience gives teachers an advantage in selecting and using learning materials. Rich experience allows them to better understand students, the curriculum, and various learning resources. This in turn will have a positive impact on improving students' reading comprehension.

Indonesia has hundreds of regional languages. This prepares learning materials that are appropriate for all language backgrounds very complex (Obojska & Vaiouli, 2023b). Cultural diversity in Indonesia is very high. This requires a more inclusive learning approach and accommodates various cultural values. The education system in Indonesia has unique characteristics, such as the existence of public and private schools, as well as various levels of education. This requires adjustments in implementing the whole language approach. Indonesia's vast geographical conditions and its many islands make the distribution of learning materials and teacher training more difficult (Santiago-Garabieta et al., 2023a). This can be overcome by providing adequate training to implement the whole language approach. Conduct regular evaluations to see the extent of the success of the implementation of the whole language approach and make improvements if necessary. Despite many challenges, the implementation of the whole language approach in Indonesia still needs to be done. With the right efforts and support from various parties, this approach can provide significant benefits for the language development of Indonesian children.

Analysis of the needs of learning materials (Alomar, 2022) includes the availability of learning materials used by students during the learning process, from the results of the survey that has been filled out by elementary school teachers, the results of the graph are obtained as:



Figure 4. Reading Resources in Teaching Reading Comprehension

Based on the results of a survey filled out by 211 elementary school teachers who teach grade 4, it shows that 41.2% of teachers use a combination of package books and LKS books separately (Chandler, 2017) and there are still few teachers who use other sourcebooks such as reading books and other references, this shows that 17.6% of teachers choose not to use other sourcebooks, while print media and the internet are used by 15.3% by teachers, meaning that some utilization outside of package books is still minimal. Meanwhile, the curriculum related (Sagirlı, 2020) to teachers' perceptions of Indonesian learning materials that can support student understanding can be seen in the following table.

Table 2. Teachers' Perceptions of Language Learning Materials Activities that Can Support Students' Reading Comprehension.

Statement	Strongly disagree	Disagree	Agree	Strongly agree	Total
Update material can improve reading comprehension	29	37	55	90	211
An attractive display of books can increase students' concentration in reading	7	4	15	185	211
Adding new vocabulary can stimulate students to make the right sentences	13	18	35	145	211
The use of visual audio media can foster reading comprehension	0	5	27	179	211

Statement	Strongly disagree	Disagree	Agree	Strongly agree	Total
Lack of vocabulary makes it difficult for students to make a speech					

3.2. Design Stage

The purpose of the performance of this research is to provide solutions to improve reading comprehension. In contrast to the ability to read (Veum et al., 2020) which is only used by readers to obtain the message conveyed by the writer through the medium of words or written language. But the ability to read comprehension is more about being able to remember, understand, distinguish, analyze, and assess reading. The development of learning materials begins with making a plan. Development planning includes 1) compiling syllabi and lesson plans for Indonesian subjects, 2) formulating goals to be achieved by learning outcomes 3) determining and sequencing materials 4) compiling scenarios and learning activities that students must do to achieve the expected competencies, and 5) designing a framework of learning materials. The framework of whole language-based learning materials in Indonesian Language subjects is as follows.

3.3. Development

Japan is the 5th country that has the highest reading score of 584 on an average of 2.4 (Surveys, 2022) (J. Cai & Gut, 2020) learning from this country is one of the approaches that can improve reading skills, one of which is whole language, this is in accordance with the learning materials made by Marugoto by combining the whole language approach and Japan culture (Marugoto, 2017) Based on Goodman's (Kenneth, 1987) whole language is a language learning approach that learns language in its entirety without separating language skills from each other, this learning approach that emphasizes learning is known as language learning as a whole and can be used in real life. Emphasizes learning to read and write naturally with a focus on real communication and reading and writing for pleasure. This approach has become popular in the United States, Canada, New Zealand and the United Kingdom as a motivating and innovative way to teach language arts skills to elementary school children (Richards & Rodgers, 2017). Some of these opinions are explained that the basic way for an individual to learn language is through the Gestalt method where individuals understand and learn an object as a whole (Pentcheva & Shopov, 2003) so that the selection of the whole language approach is a solution in providing the right learning approach to improve reading comprehension.



Figure 6. Snippet of Multimodal Flipbook E-Module

The success of whole language learning can improve reading comprehension skills, making learning approach solutions that can be applied. The success of whole language learning is evidenced by Chandra Fauzi's research showing that the whole language approach improves the reading and writing skills of preschool students (Ma'rufah Rohmanurmeta et al., 2024). The application of whole language at the elementary school level was also carried out by (Meier-Faust & Watermann, 2023) while research applied a whole language approach that can improve the speaking ability and self-efficacy of Turkey language learning teachers through 13 activities that are included in the whole language approach. This study suggests organizing speaking activities based on different instructional design models for teachers and pre-service teachers and examining their effects (Alfalah & Razak, 2023). The use of the Whole language approach also collaborates with the use of learning media such as e-learning with the use of Edmodo so that learning becomes interesting by utilizing various existing features (Lemmi & Pérez, 2024). Thus, the whole language approach can affect a person's reading comprehension ability. In addition, the whole language approach is widely used in second-language subjects or foreign languages (Karasu, 2020), (Ryan & Goodman, 2016). In this study, the researcher applies a whole language approach to learning the Indonesian Language, which is the national language.

The whole language approach that emphasizes holistic and contextual language understanding is quite in line with the spirit of the latest Indonesian curriculum. The Merdeka Curriculum, for example, provides greater flexibility for teachers to design learning that is relevant and meaningful for students. The more flexible Merdeka Curriculum provides more space for schools and teachers to implement innovative learning approaches, including whole language. The development of information and communication technology (ICT) (Aridasarie & Rohmah, 2024) facilitates access to various learning resources and enables the implementation of more interactive learning methods. The Indonesian education system is in the process of transforming into a more flexible and responsive system to change. Although there is support for innovative approaches such as whole language, there are still many challenges to be overcome. To achieve success, a strong commitment is needed from various parties, including the government, schools, teachers, parents, and the community.

3.4. Evaluation

The feasibility test or validation of whole language-based Indonesian learning materials is carried out by experts or experts including material experts, linguists, and media experts. Each of them is validated by three experts so that the total validators of learning materials amount to nine percent. This aims to produce learning materials that are suitable for use in the learning process so that they can improve the reading comprehension ability of grade IV elementary school students. The results of the validation carried out by the experts are as follows:

3.4.1 Material Expert Validation Results

Table 3. Feasibility Results of Material Expert Validity

Assessment aspects	Expert			s_1	s_2	s_3	$\sum s$	$n(c-1)$	V	Info
	1	2	3							
1. Content Quality and Purpose	42	42	43	31	30	30	91	120	0.758333	Medium
2. Quality of Learning	39	40	42	29	30	32	91	120	0.758333	Medium
Total	80	80	82	60	60	62	182	240	0.758333	Medium

Based on the content validity test using the Aiken v Index, it shows that the validity of the whole language-based Indonesian learning material expert is suitable for use with a medium index.

3.4.2 Results of Linguist Validity

Linguist validation aims to validate grammar in whole language-based Indonesian learning materials to be able to improve the reading comprehension ability of grade IV elementary school students by the level of student development, communication and the collapse of the integration of the flow of thought. Criticism and suggestions from experts are then followed up by making improvements

Table 4. Feasibility Results of Material Expert Validity

Assessment aspects	Expert			s_1	s_2	s_3	$\sum s$	$n(c-1)$	V	Info
	1	2	3							
Suitability to the level of development of the participants	15	15	16	11	10	10	31	36	0.866111	Height
Communication	19	19	19	14	14	14	42	60	0.8	Height
Coherence and accuracy of thought flow	8	7	8	6	5	6	17	24	0.70833	Height
Total	41	39	40	31	29	30	90	120	1.85	Height

The results of the Aiken v index calculation show that the validity of the Indonesian language learning material based on Whole Language is worthy of use with a high index.

3.4.3 Media Expert Validation Results

Based on the content validity test using the Aiken v Index, it shows that the validity of the material expert for Indonesian language learning materials based on whole language is suitable for use with a moderate index.

Table 5. Media Expert Validity Eligibility Results

Assessment aspects	Expert			s_1	s_2	s_3	$\sum s$	$n(c-1)$	V	Info
	1	2	3							
Ease of use	15	17	16	11	12	10	33	36	0.916667	Height
Presentation eligibility	22	19	24	17	14	19	50	60	0.833333	Height
Media integration	15	10	15	12	7	12	31	36	0.861111	Height
Whole language approach	36	29	36	28	21	28	77	96	0.802083	Height
Function	4	4	4	3	3	3	9	12	0.75	Medium
Total	91	77	92	71	57	72	200	240	0.8333	Height

3.4.4 Practitioner Validation Results

The validity of the practitioners was carried out by elementary school teachers with a total of 6 people from SDN Duri Kepa 16 Pagi, SDN Srengseng 03 Pagi and SDN Duri Kepa 17 Pagi where each school was represented by two homeroom teachers for grade IV, the results of the assessment were carried out through the aspects of usefulness and ease with a total of 20 questions, the results of the practical quality are displayed in the following table:

Table 6. Practitioner Validity Eligibility Results

Assessment aspects	Expert						s_1	s_2	s_3	s_4	s_5	s_6	$\sum s$	$n(c-1)$	V	Info
	1	2	3	4	5	6										
Benefits	54	54	54	56	56	61	41	40	39	40	39	43	242	288	0.84	Height
Convenience	36	38	37	34	34	33	28	30	29	26	26	25	164	192	0.85	Height
Total	90	92	91	90	90	94	69	70	68	66	65	68	406	480	0.85	Height

Based on the calculation of the Aiken V index, it shows that the practical validity of the whole language-based Indonesian learning material media shows a score 0.85 with a high index description, so that the learning materials can be used.

The whole language approach that emphasizes holistic and contextual language understanding has great potential to change the educational landscape in Indonesia (Nguyen et al., 2024). Here are some ways in which whole language-based teaching materials can influence curriculum development and teacher training so that whole language-based teaching materials have great potential to improve the quality of education in Indonesia (Santiago-Garabieta et al., 2023b). With support from various parties, a paradigm shift in learning can be achieved and produce a younger generation that is more creative, critical, and ready to face the future.

Although many efforts have been made to improve reading comprehension in Indonesian elementary schools, there are still several gaps in understanding that need to be addressed (Jensen et al., 2024). These gaps often become obstacles to achieving the goal of improving literacy quality. By addressing these gaps, it is hoped that the quality of reading learning in Indonesian elementary schools can continue to improve. The development of whole language-based learning materials (Choi et al., 2023) has a very crucial role in improving elementary school students' reading comprehension. The whole language approach that emphasizes holistic and contextual language understanding offers several significant benefits. Thus, the development of whole language-based teaching materials is a very important long-term investment to improve the quality of education in Indonesia.

4. CONCLUSION

Based on the results of the analysis of the research data, the development of whole language-based teaching materials has produced several important findings that can improve the quality of reading learning in elementary schools. Whole language-based teaching materials have proven effective in improving students' reading comprehension. By focusing on the meaning of the text as a whole, students are better able to analyze, interpret, and evaluate information. Teaching materials that are interesting and relevant to students' lives can generate higher reading interest. The whole language approach encourages students to think critically, analyze information, and solve problems. A positive learning atmosphere and support from teachers make students feel more confident in exploring new ideas. Whole language-based teaching materials can be adapted to various levels of student ability and different learning contexts. Many activities in the whole language approach can be done with minimal resources, such as story books, pictures, or objects around them. Learning activities in teaching materials are packaged in a visual, numerical, and interactive context so that students are more enthusiastic about following the lesson.

Many studies have proven the effectiveness of the whole language approach in improving students' reading and writing skills. The experiences of teachers and students who have implemented this approach also show positive results. Whole language-based teaching materials can be accessed widely, either through books, the internet, or other resources. The development of whole language-based teaching materials has been proven effective, practical, and valid in improving the quality of reading learning in elementary schools. By overcoming existing challenges and continuing to innovate, this approach can be the foundation for creating a young generation that is intelligent, creative, and ready to face the future.

In addition, a whole language approach is a learning approach that unites several language activities as a whole without separating them so that the learning activities in the learning materials that are created and developed can unite some of these steps so that the learning process reflects the steps of whole language learning, namely a whole (Peng, 2022). Several stages of the whole language approach can develop reading comprehension skills such as in journal reading activities where students can read several reading books from several related references. Based on this, the learning materials developed can foster learning activities that can remind grade IV students of reading comprehension.

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