Digital Teaching Materials with *Whole Language* in Indonesian Language Learning at SMP Muhammadiyah Tangerang

Goziyah[1], Nur Latifah[2], Ariyana[3]

goziyah1812@gmail.com[1], nurlatifah1v4@gmail.com[2], fransiskusmario0603@gamil.com

Universitas Muhammadiyah Tangerang-Indonesia

Abstract

Education serves as a crucial foundation for shaping a nation's generation, and the integration of technology in education is paramount. One avenue of incorporating technology into learning is through the utilization of digital teaching materials. This research focuses on the implementation of digital *Whole Language* learning in the context of Indonesian language education at SMP Muhammadiyah Tangerang, employing a qualitative approach with the case study method. The findings reveal the successful application of digital teaching materials in enhancing the learning experience, facilitating independent access for students, and fostering technological proficiency. Despite its numerous advantages, the use of digital teaching materials presents challenges. Schools are advised to strive for equitable access to technology by providing sufficient digital devices, and teachers should undergo technology training for effective integration. It is emphasized that digital teaching materials should complement, rather than entirely replace, face-to-face interactions in the learning process.

Keywords: digital material, Indonesia learning, technology, Whole Language

Introduction

Education is a crucial foundation in shaping intelligent and competitive generations. In an era where technology is increasingly permeating various aspects of life, the use of technology in education becomes more relevant. One form of utilizing technology in learning is through the use of digital teaching materials. Farhana (2021) defines digital teaching materials as learning materials presented in electronic formats, such as videos, audios, animations, e-books, and interactive learning software. In the continuously evolving digital era, the use of technology has had a significant impact in various fields, including education. One aspect that has been influenced is the development of teaching materials. Digital teaching materials are becoming increasingly popular in middle school-level education (SMP) because they provide better flexibility, interactivity, and accessibility (Cahya, *et al*., 2023).

Flexibility means that digital teaching materials allow students to learn anytime and anywhere, without being restricted to a classroom environment and specific times. This greatly facilitates more personalized and independent learning. Interactivity is another feature, as digital teaching materials often provide interactive elements such as videos, animations, and simulations. This helps students engage more in learning, improve their understanding of concepts, and make learning more interesting. Accessibility, in the context of digital teaching materials, means that students can easily access learning materials through electronic devices such as computers, tablets, or smartphones. This benefits students with physical or geographical limitations. The research discussed in this text focuses on the use of whole language digital teaching materials in Indonesian language learning at SMP Muhammadiyah Tangerang.

The use of digital teaching materials with *Whole Language* can provide a more holistic and contextual learning experience (Afroni, 2017). For example, in Indonesian language learning, it goes beyond teaching grammar and rules; it also emphasizes how language is used in everyday life. Digital teaching materials may include short videos demonstrating the use of language in real-life situations, conversations between characters, or literary text analysis in videos. *Whole Language* is a learning approach that emphasizes the importance of understanding language in its overall context, rather than focusing solely on mastering language components separately, such as grammar or vocabulary. In this approach, students are encouraged to learn language as they learn their mother tongue, by responding to specific contexts and situations. Whole language can also incorporate engaging elements such as online quizzes, educational games, as Zainah & Nanin (2022) have pointed out how gamification has become very popular in the world of education. The *Whole Language* used in

this research is at the middle school level (SMP), marking a novelty as previous studies focused on elementary school (SD), as seen in the research conducted by Latifah, *et al*. (2023) on the perception of using digital books with whole language at the SD level.

Priyantoko and Hasanudin (2022) shared some interesting ways to use digital tools for learning Indonesian in junior high school. Imagine having lessons through e-books and digital texts, like digital textbooks, short stories, articles, or poems. Teachers can use these on devices, making it easy for students to read and even search for information quickly. Then, there are cool videos that bring language concepts to life, such as grammar, literature, and writing skills. These videos can include animations and explanations from the teacher, making learning more engaging. But it does not consist of those. There are also fun activities like quizzes, word games, or crosswords. These activities aren't just enjoyable; they help students practice and understand the language better. And the learning journey is made even more organized and efficient with online platforms. Teachers can put up all sorts of materials, give assignments, and even hold exams on these platforms. Students can submit their work electronically and receive feedback right away. This mix of digital tools not only makes learning more interesting but also fits perfectly with the way we learn in the digital age, making education a dynamic and interactive experience.

Method

This research adopts a qualitative approach, a research method that focuses on a profound understanding of the phenomena under investigation through subjective interpretation of data (Fadli, 2021). The method employed in this research is a case study, a common qualitative approach used to investigate complex, contextual phenomena in real-life situations.In this case study method, the researcher selects a case representing the phenomenon being studied, namely the use of whole language in learning at SMP Muhammadiyah Tangerang, which has not been used before. The main objective of the case study method is to gain a deep understanding of this learning process and analyze various aspects involved in it.

Result and Discussion

This research has never been done before because the use of *Whole Language* at SMP Muhammadiyah Tangerang is also new. Therefore, this research is important to see how the use of digital learning with the *Whole Language* impacts Indonesian language learning at SMP Muhammadiyah Tangerang.

From this research, several insights can be gathered, with a focus on the positive effects of learning Indonesian using *Whole Language* at SMP Muhammadiyah Tangerang, such as:

1. Increased attractiveness of learning:
   Digital teaching materials designed with various interactive elements, such as animations, images, videos, and sounds, can enhance the appeal of learning and make the learning materials more interesting for students. Visualization also helps students understand abstract concepts in the Indonesian language.
2. Enrichment of learning materials:
   Digital teaching materials allow the enrichment of learning materials through the use of instructional videos, interactive texts, and other multimedia content. For example, poems or short stories can be accompanied by audio readings that help students understand correct intonation and expression.
3. Independent access to learning materials:
   Digital teaching materials can be accessed independently by students, allowing them to learn outside the classroom and complement their in-school learning. Students can access teaching materials according to their needs and learning pace.
4. Technology skills development:
   The use of digital teaching materials also trains students in technology use. They become familiar with software, navigation in learning platforms, and the ability to manage information in digital formats.
5. Monitoring and evaluation:
   Digital teaching materials often come with monitoring and evaluation systems. Teachers can track individual student progress in learning and identify areas where students may need further assistance.

SMP Muhammadiyah Tangerang can adopt this approach by developing digital teaching materials that align with the curriculum and student characteristics. Some steps taken in learning using the *Whole Language* include the development of instructional videos, animations, and other interactive materials that support Indonesian language learning based on *Whole Language* principles. Teachers practice using technology and integrating digital teaching materials into learning. They also need to understand how to integrate the Whole language approach into digital content. Student assessments can cover various aspects such as contextual understanding, speaking and writing abilities in real-life situations, and the application of language rules in context.

The use of digital teaching materials poses its own challenges at SMP Muhammadiyah Tangerang, such as uneven internet accessibility, lack of teacher training in technology use, and the potential for disruptions or distractions from electronic devices. To overcome these challenges, joint efforts from the school, teachers, and students are needed. Schools need to ensure that adequate internet access is available in both the school and students' homes. Teachers need training in the use of educational technology, covering the operation of learning software, development of digital teaching materials, and technology integration in teaching. It is crucial for teachers and parents to monitor and guide the use of electronic devices to remain focused on learning.

Conclusion

The conclusion drawn from this case study in the research is that using digital teaching materials in Indonesian language learning at junior high school has the potential to improve the quality of education. Even though there are challenges in its implementation, strategies like equal access, teacher training, and flexible approaches can help overcome these obstacles. Wisely using technology in education can create a generation better prepared for the future. However, to maximize its benefits, attention should be given to possible challenges and implementable solutions. With good cooperation between schools, teachers, students, and the government, digital teaching materials can become an integral part of learning in junior high schools.

While having significant benefits, the use of digital teaching materials also faces several challenges. Suggestions for schools include efforts to provide equal access to technology by supplying digital devices in the school environment. Furthermore, technology training for teachers is crucial so they can integrate digital teaching materials effectively. The use of digital teaching materials should not completely replace face-to-face interaction but should be integrated as one of the learning sources.

Acknowledgment

References

Afroni, M. (2017). Pendekatan Holistik (Whole Language) Dalam Meningkatkan Pembelajaran Bahasa Arab. *DINAMIKA: Jurnal Kajian Pendidikan Dan Keislaman, 2*(1), 144–163. https://doi.org/10.32764/dinamika.v2i1.133

Cahya, U. D. *et.al.*. (2023). *Inovasi Pembelajaran Berbasis Digital Abad 21*. Langsa: Yayasan Kita Menulis.

Fadli, M. R. (2021). Memahami Desain Metode Penelitian Kualitatif. *Humanika, Kajian Ilmiah Mata Kuliah Umum, 21*(1), 33-54. doi: 10.21831/hum.v21i1. 38075. 33-54.

Farhana, F., Suryadi.A, & Wicaksono. D. (2021). Pengembangan Bahan Ajar Berbasis Digital pada Mata Pelajaran Bahasa Inggris di SMK Atlantis Plus Depok. *Jurnal Instruksional, 3*(1), 1-17. http://dx.doi.org/10.21831/hum.v21i1.38075

Latifah, N., Fahrurrozi, Zulela M S, Sumantri, M. S., & Setiawan, B. (2023). Elementary School Teachers' Perceptions of Indonesian Elementary School Textbooks: A Case Study. *Journal of Higher Education Theory and Practice, 23*(1), 62-74. https://doi.org/10.33423/jhetp.v23i1.5782

Priyantoko, P. & Hasanudin, C. (2022). Digitalisasi Bahan Ajar Bahasa Indonesia untuk Meningkatkan Keterampilan 5C Siswa di Era Society 5.0. *Prosiding Senada, 2*(1) (pp. 356-365) https://prosiding.ikippgribojonegoro.ac.id/index.php/SPBSI/article/view/1326

Zainiah, Z. & Putri, N. V. W. (2022). Student Perception of Gamified Online Quizzes and Its Impacts on Their Classroom Engagement. *Jurnal RILL, 5(*2), 98-108 https://jurnal.ugj.ac.id/index.php/RILL/article/view/6189.