

SYSTEMATIC LITERATURE REVIEW: THE EFFECTIVITY OF DIGITAL-BASED ENGLISH FOR MIDWIFERY STUDENTS' TEACHING MATERIAL

Nisa Nuranisa¹, Nurhaeda Gailea², Yudi Juniardi³
^{1,2,3}Universitas Sultan Ageng Tirtayasa, Indonesia
7782210023@untirta.ac.id , nurhaedah@untirta.as.id ,

ABSTRACT

This study aims to conduct a literature review regarding the effectiveness of using digital-based English teaching materials for midwifery students. The research method used in this research is the Systematic Literature Review (SLR) method. Data collection was carried out by documenting articles that had similar research. The articles used were 9 national journals indexed by Google Scholar over the last ten years. Based on research, it was found that digital-based English teaching materials for midwifery received a positive response, were appropriate, interesting, effective and efficient but were not widely used. It is hoped that this research can provide additional knowledge for ESP English lecturers, especially in the field of midwifery, so that it can increase the creativity and quality of lecturers in making English teaching materials for midwifery students. This research clarifies, outlines and describes previous research regarding the effectiveness of digital media in the use of English language teaching materials for midwifery students. Based on the research conducted, no one has carried out this research.

Keywords: *Digital Teaching Materials, Midwifery English, SLR*

A. Introduction

As time progresses into the global era or also known as the digital era, technology is developing increasingly rapidly. Technological tools are not rare tools to find. Almost all activities related to education, social, cultural, sports, economics and politics always utilize sophisticated technology to search for information and help carry out each activity in solving a problem.

Digital technology plays an important role in educational administration. The work of policymakers, educators, parents, and

students are all governed by digital technology. For example, the Internet provides access to make it easier to obtain unlimited amounts of information. This allows teachers and students to learn different ways of learning.

Digital technologies (telephones, computers, desks, e-books, social networks, online videos, mobile devices, etc.) offer great promise to today's students and teachers. The use of digital technology to enhance learning continues to increase.

The use of digital technology is an important part of 21st century education which is expected to optimize learning for students in higher education (Komara, 2018;Khoirunnisa & Habibah, 2020). To master this technology requires sufficient knowledge and expertise so that it can be used to face the demands of a global world full of competition and it cannot be denied that in this era the role of English is very necessary both for communicating and interacting directly.

As a global communication tool, English has a very strategic role in achieving the desired career. Therefore, the world of education, especially health universities, one of which is midwifery, is competing to integrate students' academic abilities with English language skills. Where, the ability expected from midwives is to be able to communicate in English actively and passively. For this reason, it is necessary to learn English which focuses on midwifery material on an ongoing basis as an effort to produce quality graduates. To achieve this, of course there are many things that must be done, one of which is to develop teaching materials that are

appropriate to target learners, effective and efficient.

There are many methods, tools or media that can be used in developing quality teaching materials. One way is by utilizing digital technology. The existence of digital-based teaching materials makes it easier for students to learn without requiring a lot of money and is more practical. Studies related to digital teaching materials show that digital teaching materials are suitable for use in learning (Musdzalifah, 2013).

Digital teaching materials are books that are displayed in digital form and are able to provide an attractive appearance because they are equipped with videos, content presentation, animation, educational games, online articles, and educational materials from traditional printed texts that have been scanned and uploaded(Mastroleo et al., 2020). As a support or complement to teaching, digital teaching materials must include textbooks, curriculum guides, task descriptions, and learning software (Remillard & Heck, 2014). Digital teaching materials can be used as a communication medium between teachers and students in the online learning and offline learning

processes (Khoiron et al., 2021;Mella et al., 2022;Rahman & Dahlan, 2021) Digital teaching materials have the potential to increase individual interactivity (Choppin & Borys, 2017).

Interactivity in teaching materials is needed to provide interesting and different learning experiences for students, as well as increasing student motivation in studying the material provided (Fh et al., 2021).

Many studies report the benefits of using digital teaching materials, including increasing individual interactivity, being accessible to all students, facilitating unlimited learning places and times, and providing more resources (Sofyan et al., 2015).

The use of digital teaching materials in the learning process is one thing that can influence students' enthusiasm and ability to understand and think about the material presented (Ekawati et al., 2022). Digital teaching materials allow students to carry out activities of receiving materials, directions, and various learning information anywhere and at any time without limitations of space and time. Digital teaching materials are also

able to train students to learn independently from various sources provided (Tegeh et al., 2020; Kasimbara, 2018; Göçen Kabaran & Uşun, 2021). It is stated that students who are technologically literate today will make it easier for them to be interested in the information provided with digital teaching materials and learning experiences designed with these materials will contribute to their positive attitudes towards learning (Göçen Kabaran & Uşun, 2021). With digital teaching materials it is hoped that they can attract students' attention and interest so that they are motivated to learn and prepare themselves before studying in class, increasing competence students, lighten the burden on students because they don't need to carry it in printed form and can reduce global warming because it reduces the use of paper (Lilis, 2019). The use of digital teaching materials is considered effective for individual learning, so that students can still learn without being accompanied by a teacher (Mella et al., 2022).

Referring to the discussion above, this article is summarized with the aim of finding out the effectiveness of using digital teaching materials as a

medium to support English language learning for midwifery students.

B. Research Method

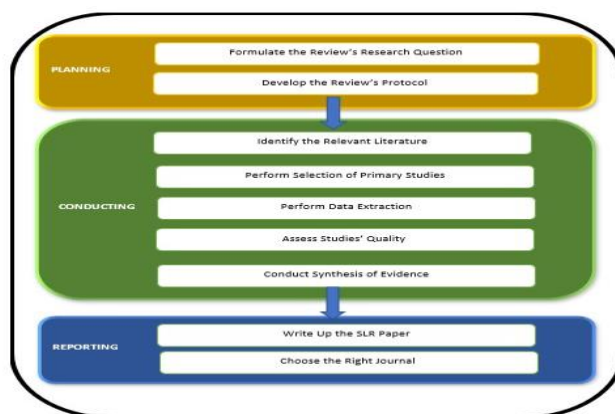
The method used in this research is the SLR (systematic literature review) method. This method is carried out by identifying, assessing, evaluating and translating all existing research according to the chosen topic, namely the use of digital-based English teaching materials for midwifery. In this study, researchers used this method to examine and identify journals in a structured manner, following procedures according to the provisions in each activity (Triandini et al., 2019).

The journal used to collect data regarding the use of digital-based English teaching materials for midwifery students is in the form of

scientific articles sourced from journals from at least the last 10 years, namely 2011 to 2023. The steps taken by researchers to search for scientific articles as library research data are: a) using the publish or perish application and visiting the Google Scholar website; then b) Enter keywords, namely digital-based English for Midwifery and the effectiveness of Digital-Based Midwifery English Teaching Materials. Based on the search results, 9 accredited national journals were obtained. After selecting articles with comparable research, they were analyzed and summarized. This article then provides a comprehensive discussion of the research findings.

In simple terms, the Systematic Literature Review (SLR) strategy flow can be described as follows:

Figure 1. Systematic Literature Review (SLR) Flow Chart



C. Research and Discussion

1. Results

The final result of this information exploration is a dissection and synopsis of the recorded articles related to the

adequacy of the use of digital-based English teaching materials for midwifery students which are explained in the following chart:

Table 1. Research findings regarding the use of digital-based English teaching materials for midwifery students

No	Researcher	Research title	Research Result
1	(Arianggara et al., 2021)	Web-Based Competency Test Model for Midwifery Students	This study aims to find out (1) the feasibility of the web based competency test model, and (2) the effectiveness of the web-based competency test model towards increasing the confidence of midwifery students in facing the competency test. . This research was conducted in the Polytechnic of Health Ministry of Makassar and Megarezky University in November 2020 with 45 samples. The Validation test results from media experts averaged 87.9% and validation results from material experts averaged 94% which showed that web competency test model applications are very feasible to use. User validation average feasibility score of 87% of the data showed that the application of web-based competency test model is very feasible to use. The results of the effective use of web-based competency test models found that the WilcoxonTest obtained a p-value of $0.00 < 0.05$. So it can be concluded that the Web based competency test model is feasible and effective in increasing student confidence facing the competency test.
2	(Aditya, 2019)	"BEM" An Android Application Model to Enhance Midwifery Students English Speaking Competence	This study aims at developing a model of android application to enhance the speaking competence of midwifery students and anchors in the instructional design model. Twenty-one midwifery students and two experts of material development and information technology were participants for product implementation and evaluation. The researchers obtained the necessary data through observations, questionnaires, and interviews. The finding of this study was that an android application model named BEM (Basic English for Midwives) developed in this study could enhance the midwifery students speaking competence.
3	(Ariawati Susiandari & Dewi)	<i>Sosialisasi Penggunaan Aplikasi Duolingo Untuk</i>	This activity aims to provide information to students about the application of learning English with the health theme

No	Researcher	Research title	Research Result
	Parwati, 2022)	<i>Meningkatkan Motivasi Belajar Bahasa Inggris Pada Mahasiswa DIII Kebidanan Institut Kesehatan Dan Bisnis St. Fatimah Mamuju</i>	"Duolingo" in an effort to increase student motivation to learn English more easily and practically.
4	(Faruqi, 2023)Faruqi, MT	<i>Penggunaan Video Monolog Untuk Meningkatkan Keterampilan Berbicara Untuk Bidan Pada Mahasiswa Kampus Ibis Purworejo.</i>	This study aims to (1) describe the use of video monologues to improve students' abilities, (2) the appropriate steps in implementing video monologue media, (3) describe student responses to the use of video monologues. Video monologues were used in this study because they were very effective and interesting, fun and did not make students feel bored. The results of this study are (1) the achievement of improving students' speaking skills thanks to the use of video monologue media, (2) there are several steps by using video monologues to improve speaking skills. These steps emphasize learning to speak assisted by video monologues. and (3) students gave very positive responses to the use of video monologues in learning English.
5	Kaban, S (Kaban, 2024)	<i>Peningkatan Kemampuan Bahasa Inggris Mahasiswa Kebidanan Melalui Aplikasi Video TikTok.</i>	The community service was carried out for improving Midwifery students' speaking ability through TikTok Video. The result of this activity was that the participants experienced an increase in midwifery-specific English vocabulary by 80% and an increase in self confidence in Speaking English by 75%. It is hoped that this activity can have a positive impact to the participants of the community service in increasing vocabulary, so that their speaking ability may increase more, thus encouraging the improvement of their speaking skills which later they can utilize the provision of knowledge and skills in the world. Later they can take advantage of these knowledge and skills in the world of work.
6	(Abd. Syakur , Rikhly Faradisy, 2020)	<i>Peningkatan Minat Belajar Bahasa Inggris Di Akademi Kebidanan Graha Husada Melalui Aplikasi Google Class Room Pada Masa Pandemi Covid-19</i>	The purpose of this Community Service (PKM) is to equip students who live at the Campus Basecamp for students of the third diploma study program (DIII) at the Midwifery Academy Graha Husada Sampang is based on Google Classroom, how far is the effectiveness of the Google Classroom application on students' interests and responses to understanding English language material and the effectiveness of using the Google Classroom application in online learning. PKM results show that as many as 53.33% of students agree in understanding learning material using google classroom 45.56% of students agree in the effectiveness of using the google classroom

No	Researcher	Research title	Research Result
			application, and 54.44% of students agree in using the google classroom application in language learning English in hostel. From the implementation of this activity it can be concluded that the use of applications in online learning during the Covid-19 pandemic was quite good and effective.
7	(Ambarwati, 2023)	<i>Perbandingan Hasil Belajar Online dan Offline pada Mata Kuliah Bahasa Inggris Mahasiswa Program Studi Kebidanan</i>	The purpose of this study is to determine the outcomes of online learning, such as student opinions and satisfaction, and to compare the results of learning outcomes between online and online learning in English courses. There was no significant difference in the average value of student learning outcomes between online and non-online, according to the findings. The majority of students are happy with the many types and methods of online learning. Further research on the clarity of learning outcomes is required, with larger samples and more detailed variables.
8	(Syafnil, 2020)	<i>Analisis Pelaksanaan Pembelajaran Google Classroom Pada Era Pandemi Covid-19 Di Akademi Kebidanan Keris Husada Jakarta</i>	The results of this study concluded that (1) Google classroom learning for the COVID-19 pandemic era at the Keris Husada Midwifery Academy includes (a) the learning objectives are achieved in accordance with the expected competencies (b) subject matter: the lecturer provides detailed material, (c) The media used by the lecturer were pictures and learning videos, (d) the method used was the question and answer method, (e) the teacher's teaching strategy was to convey important points. Students' perceptions of the implementation of the COVID-19 pandemic era google classroom learning at the Keris Husada Midwifery Academy are: (a) interesting learning, (b) learning media images and videos can provide understanding to students. (c) supporting factors: motivation in students, parental guidance. (d) inhibiting factors: lack of time management, conditions at home are not conducive, some students are still constrained by internet access, (e) strengths: more effective, students can learn independently, (f) drawbacks: student practicum activities are lacking.
9	(Arief Pamuji, 2020)	The Students'free Writing Toward Ict As Media In English Learning On Midwifery Students Of Stikes Pembina.	The objective of this research was to find out the description of The students' free writing toward ICT as media in English learning on midwifery students of STIKES Pembina. Then from the data analysis, it's obtained that there was the good improvement response by writing English related to the material since the frist day to the fifith day that was 63% of students response to the 95% students response in the last day.

No	Researcher	Research title	Research Result
			During the implementation of online learning by using ICT (whatsapp group and edlink) the obstacle raised on students. Many factor that made the students can't join the class and response. One of the factor was the access on internet in their hometown. Even had the obstacle the use of ICT can be good choice in conducting the teaching and learning EFL proces of midwifery students of STIKES Pembina Palembang

Based on the table of research results regarding the effectiveness of using digital-based English language teaching materials for midwifery students, it was found that four (4) articles explained in their findings that the use of digital-based English language teaching materials for midwifery students was very good and effectively used as a learning medium (Arianggara et al., 2021; Abd. Syakur, Rikhly Faradisy, 2020; Syafnil et al., 2020; Arief Pamuji, 2020), three (3) articles show a positive response to the presence of digital-based English teaching materials for midwifery students (Ariawati Susiandari & Dewi Parwati, 2022; Faruqi, 2023; Ambarwati, 2023) and two (2) articles show that digital-based English language teaching materials for midwifery students can improve

English language skills thereby growing students' confidence in speaking English (Aditya, 2019; Kaban, 2024).

2. Discussions

English for Midwifery is English language learning for midwifery students. English for midwifery is given to midwifery students to improve students' ability to speak English. An important requirement of English for midwifery students is to help them compete in the global market. For this reason, the government encourages health students, especially midwifery students, to improve their skills by learning English (Susanto & Latief, 2016).

English proficiency is also needed for those who work as medical personnel, for example midwives because a lot of literature uses English, especially in the

medical field, so it requires midwives to be fluent in English. Midwifery English learning is carried out to meet the future career needs of midwifery students who have adequate skills and abilities.

English for Midwifery contains English learning material that is adapted to content related to midwifery, teaching material is also adapted to midwifery programs such as material on the process of pregnancy, childbirth and newborn care so that it can support midwifery students' careers in their field of work.

English in the field of midwifery has terms that are more difficult than general English because they relate to medical terms that not many people know. Apart from that, the variations and meanings of English terms in the field of midwifery require special understanding because they relate to applications in the world of work. So, learning requires methods or teaching materials that can increase the understanding of midwifery students so that learning is effective and efficient. Moreover,

with the change towards the digital era, there are certainly many teaching methods and materials that have utilized digital technology, making it possible to increase students' interest in studying midwifery English.

Digital teaching materials are a set of learning materials that have been systematically arranged and displayed via digital devices, such as computers, laptops, tablets, cellphones, notebooks and the like. (Kosasih, 2021) said that digital teaching materials are computer-based teaching materials and are equipped with other multimedia devices. It is called a multimedia device, because it can combine two or more media, namely text, images, animation, video, audio and others. In line with what Prastowo stated in (Sunarti & Rusilowati, 2021) that digital teaching materials are teaching materials that combine several learning media such as audio, video, text or graphics to control a command from a presentation. The use of digital teaching materials can provide students and teachers with insight

into the design of technology-assisted learning materials. In terms of main content, digital teaching materials are not much different from printed (conventional) teaching materials. The main components of digital teaching materials include objectives, materials, activities or exercises, evaluation tools, and feedback/reflection (Kosasih, 2021, p.251).

It is hoped that digital teaching materials can attract students' attention, help students to learn independently, increase student competence, and can also lighten the burden on students because they do not need to carry them in printed form (Lilis, 2019).

There are several advantages found in digital teaching materials, including being able to present various forms of graphics, animation, audio and video in full, their use is more flexible, easier to access, easy to carry, provides a richer learning experience, does not require a large space. or a special place to use and store it. Alessi & Trollip (2001) in (Kosasih, 2021) mention

five minimum criteria contained in digital teaching materials, namely the presence of (1) program introduction, (2) navigation instructions, (3) materials, (4) instructions for use, and (5) end of program menu.

Many studies report the advantages of using digital teaching materials, including increasing individual interactivity, being accessible to all students, facilitating unlimited learning places and times, and providing more resources (Sofyan et al., 2015; Syafnil, 2020).

The use of digital teaching materials in the learning process is one thing that can influence students' enthusiasm and ability to understand and think about the material presented (Ekawati et al., 2022). Digital teaching materials allow students to carry out activities of receiving materials, directions, and various learning information anywhere and at any time without limitations of space and time. Digital teaching materials are also able to train students to learn independently from the various sources provided

(Göçen Kabaran & Uşun, 2021) It is stated that today's technology-literate students will make it easier for them to be interested in the information provided with digital teaching materials and learning experiences designed with these materials will contribute to their positive attitudes towards learning (Göçen Kabaran & Uşun, 2021).

With the existence of digital teaching materials, it is hoped that it can attract students' attention and interest so that they are motivated to learn and prepare themselves before studying in class, increase student competence, lighten the burden on students because they do not need to carry it in printed form and can reduce global warming by reducing the use of paper (Lilis, 2019). The use of digital teaching materials is considered effective for individual learning, so that students can still learn without being accompanied by a teacher (Mella et al., 2022).

The results of research (Faruqi, 2023: Ariawati Susiandari & Dewi Parwati, 2022) and (Ambarwati, 2023) show that midwifery students responded

positively to the use of digital teaching materials, they thought that the learning atmosphere was very fun and relaxed which would make them more familiar. This is reinforced by research results (Ambarwati, 2023) which state that the majority of students (80%) are satisfied with the material and forms of learning provided in digital form.

(Aditya, 2019), conveyed the results of research in terms of English language skills obtained by students that the use of digital-based English teaching materials for midwifery students is a practical tool to help them improve their speaking skills and this makes it easier for them to learn and practice speaking. English.

Research (Arianggara et al., 2021) states that it is more effective to use digital-based teaching materials than conventional teaching materials. This is one of the advantages of the development of information technology which makes it easier for students to understand English material effectively and clarifies the English material being taught (Abd.

Syakur , Rikhly Faradisy, 2020). This is also supported by research (Syafnil, 2020) which states that although there are inhibiting factors, namely lack of time management and some students are still hampered by internet access, there are many more advantages, namely they are more effective and students can study independently.

D. Conclusion

Based on a review of the literature that the author obtained, the use of digital-based English language teaching materials for midwifery students is very effective compared to the use of conventional learning media. The use of digital-based English language teaching materials for midwifery students is not only effective but can also help understand the material so that it can help improve English language skills within the scope of midwifery material.

By looking at the benefits and ease of using digital-based English teaching materials for midwifery students, it is highly recommended for teachers to use this technology as an

alternative learning media carried out in class in daily learning.

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