THE IMPLEMENTATION OF ERFOLGREICH DIGITAL DEUTSCH UNTERRICHTEN MEDIA IN ONLINE GERMAN LEARNING AT SMA NEGERI 8 MALANG

Margaretha Inez Griandini
German Department, Universitas Negeri Malang, Malang, East Java, Indonesia,
margaretha.inez@outlook.de
Dewi Kartika Ardiyani
German Department, Universitas Negeri Malang, Malang, East Java, Indonesia,
dewi.kartika.fs@um.ac.id

Article history:		Abstract:
		This research is conducted to describe the implementation of *Erfolgreich Digital Deutsch Unterrichten* in online German learning at SMA Negeri 8 Malang and the problem that is experienced in it. EDDU provides digital learning ideas for German teachers. The main idea of EDDU is to help German teachers in utilizing digital medias like smartphone and its functions (especially social media which also used by the students on daily basis) in German lesson. Based on the data analysis, the implementation of EDDU could help the teacher in organizing an interesting, and fun German lesson. The result of this study shows that the implementation of EDDU was going well and more interactive. Even though there are a few students who didn't actively participated, the implementation of the idea from EDDU makes the learning activity more effective since the students are enthusiast.

1. INTRODUCTION

Technology keeps developing over time. The development of technology, especially the internet, has impacted almost all aspects of life, including education. The presence of digital learning becomes evidence of technological advances in the educational world. Munir (2017: 4) says that digital learning is a system that can facilitate students so that they can learn more and varied things. Through digital learning, students and teachers can communicate with each other with the help of information and communication technology, for example by using a computer that connected to an internet connection; mobile phones with various applications in them; videos, and much more.

Students in this era are often known as "Digital Natives" or also Generation Z. This is another reason that makes digital learning media is essential nowadays. According to Triple-A-Team (2016), the "Digital Natives" have been integrated by digitization throughout their life. The smartphone is among the characters that characterize Generation Z. Since 2002, mobile phones, SMS, cameras, internet connections, applications, and games have been combined into one. The era of smartphones only really started just after the iPhone was first released in 2007 and was followed by Google's emergence of the Android system. Hence the first generation to grow up with smartphones was Generation Z.

Based on data from WeAreSocial in January 2020 there were 175.4 million (64% of the total population) internet users in Indonesia and 160 million (59%) social media users, and 338.2 million people (124%) had network connections on their mobile phones. 187.1 million of these people are aged 18 and over. In addition, respondents aged 16-64 years use their smartphones for 7 hours 59 minutes a day on average, and surf social media for 3 hours 26 minutes per day on average. This implies that in Indonesia, almost all young people have a smartphone and an internet connection. Moreover, a lot of their time is spent on the internet.

Various possibilities, improved connectivity, lower costs, and optimal functions make smartphones and tablets are not only ideal for personal use but also suited in the school learning process (Wiit and Sieber: 2013). Mobile Learning is a learning model for people with high mobility and is an advanced development of e-Learning. Witt (2013) also explains that e-Learning is all forms of learning that use electronic or digital media and Blended Learning is a combination of online learning and offline learning. Mobile learning, meanwhile, uses portable devices to learn, which provide easy and direct access to knowledge and always connected. It can be concluded that mobile learning is not bound by time and place.

The COVID-19 pandemic has resulted in social constraints, including school closures, in more than 120 countries. This has an impact on 1.6 million students globally (Azzi and Shmis: 2020). Since early March 2020, schools in Indonesia have begun to close, so that 60 million students would not go to school (Ministry of Education and Culture of the Republic of Indonesia: 2020). All schools are advised to use different interactive tools to perform learning from home (UNICEF: 2020). This appliance is applied to all subjects including German.

While nearly 47 million (67%) households in Indonesia have internet access (Central Statistics Agency: 2019), the implementation of online learning still faces many challenges. For both students and teachers, online learning is something new. Munir (2017: 5) argued that the management of digital learning systems is different from conventional learning systems. Digital learning systems require adequate appropriate infrastructure and technology such as computers, internet connections, servers, smartphones, interactive videos, and others.

That various kinds of technology cannot be directly used in the learning process. There is a need for learning models that correctly and efficiently combine these technologies. Teachers need to identify suitable learning strategies and steps to implement digital media in foreign language learning for learning objectives can be accomplished. An effective digital method of learning relies on an approach that is didactically relevant and critically considered. The technology used is not a major factor in the effectiveness of online learning, but how teachers implement those digital media into the everyday teaching and learning process. (German Culture Minister Conference: 2020).

Based on the researchers' observations during the professional placement at SMA Negeri 8 Malang, researchers found that teachers had difficulty in compiling interesting online German lessons. The learning method used during online learning is simply changing the face-to-face learning style into digital form by recording the teacher's explanation, then giving practice questions. More than that, the learning is focused on grammar (*Grammatikorientiert*). According to Ende et al. (2013), foreign language learning should be based on action oriented (*Handlungsorientierung*), where students are prepared to be able to behave verbally and imitate it in the classroom/course as well. Therefore, a better method is needed to be used in the learning process, especially in the digital era and this pandemic situation, so that the learning process can be more effective and learning objectives can be achieved.

The project *„Erfolgreich digital Deutsch unterrichten"* (hereinafter will be shortened as EDDU) is a project developed by the Goethe-Institut Bangkok and presents a wide variety of learning ideas: how to integrate digital media in German language learning easily and precisely. These learning ideas have been adapted to the technical facilities in the school and all the materials needed by the teachers. EDDU offers different learning ideas for the use of chat apps, social media, videos, images, and various other multimedia resources that are organized on different types of teaching materials based on current materials and are interesting for students. This makes the writer interested in conducting research related to digital learning in the German language. There are two research questions in this research, namely (1) how is the implementation of EDDU in online German learning at SMA Negeri 8 Malang? (2) what are the difficulties of the EDDU implementation process in online German learning at SMA Negeri 8 Malang?

2. MATERIALS AND METHODS

This research is a qualitative descriptive study. Arief (2010) said that qualitative research is research that describes and analyses phenomena, events, social activities, behaviors, perceptions, and opinions of individuals or groups. Hermawan (2019: 95) identified qualitative research as descriptive research that tends to use analysis. In qualitative research, method, and context (subject perspective) seem to appear more.

To produce the hypothesis, the object of qualitative research is to obtain a deep understanding of phenomena. This is in accordance with the purpose of this study, namely, to describe and analyze the phenomenon of the application of EDDU in online German learning at SMA Negeri 8 Malang. In this study, the researcher acts as a planner, implementer of data collection, data analyzer, and research results reporter.

The data source of this research is the students of class eight at SMA Negeri 8 Malang. The data in this study were obtained from observations of the learning process by applying the learning ideas from EDDU, the results of interviews related to the learning process with observers, and field notes.

Furthermore, the data obtained were analyzed through several stages. These stages include checking the completeness of the data, coding the data for classification, describing the data that has been obtained, and drawing conclusions from the data obtained. The validity of the data is then checked using the triangulation method. In this study, the authors used method triangulation, namely, to check the validity of the data from various data collection techniques.

3. FINDING

Online German Language Learning in Class Twelfth-Science 4 at SMA Negeri 8 Malang by applying Learning Ideas from EDDU. The online German class took place on Thursday, 17 September 2020, and started at 07:00 WIB. The teaching and learning activities took place asynchronously through Google Classroom and Quizizz. The learning material used in this research is *Freizeit und Hobbys*.

The learning took place in class Eight-Science 4 at SMA Negeri 8 Malang which consisted of 31 students. In teaching and learning activities, the researcher acts as a teacher and 3 peers act as observers. The learning activities are divided into three parts, namely the initial activities, core activities, and the application stage.

The researcher applied one of the learning concepts from EDDU relevant to the material *of Freizeit und Hobbys* in these learning activities. *"Chatten"* was the learning concept chosen. Students are expected to be able to make an appointment with their friends at the end of the lesson via the Chat application to carry out an activity together on the weekend. The learning recommendations are well explained on the index cards.

This research used three methods of data collection, namely observation, interviews, and field notes. Based on the results of observations it can be concluded as follows. The researcher as a teacher started the lesson in the early learning activities by uploading a link to Google Classroom that students can access to take part in learning activities through the Lessons feature (interactive slides) on Quizizz. All the material required for learning is fully accessible and supported by simple and structured explanations. The teacher first discusses the learning objectives on the first slide. Students then watched a short video about *Verabredung* (making an appointment) as a stimulus. After that, they answered a few questions based on the video.

Then students identify *Redemittel* (common phrases) to make an appointment based on the audio provided. They were asked to listen to the audio and read the response on the slide. After that, they read a dialogue related to making an appointment relevant to the previous subject matter, namely *Modalverben*. Then they did practice by answering questions related to these materials. In the next step, the students completed the gaps in the dialogue. In addition, they are also doing advanced exercises to find out which *Redemittel* can be used to make an appointment. At this stage, almost all students are actively working on it, but there are still some students who did not do the exercises on Quizizz and just did the group assignments. More than that, digital learning media used to make learning activities interesting.

At the application level, students are given the task of sending messages to each other (chat) with their friends. Each group gets a different theme, including going to the cinema, watching music concerts, playing tennis, and so on. These tasks can be done using various chat applications, but all groups prefer to use WhatsApp. In addition, the teacher also provided a guideline including themes, group division, and collection deadlines in Google Classroom. In the end, they then answered several questions as a reflection for the day's learning and then worked on the assignment as a group. Based on the findings of the observers, this role acts as an encouragement for learning so that learning objectives can be accomplished. Moreover, the students' assignments were then checked by the teacher and discussed through Google Classroom at the next meeting.

Based on the results of the interview, it can be seen that the use of EDDU can help teachers prepare for teaching and learning activities, especially during a pandemic. According to one of the observers, this is much better than simply changing the face-to-face learning format into online learning. In addition, EDDU also provides various ideas and learning tips using interesting and actual media. This makes students learn the German language authentically or according to the daily lives of students, for example making appointments to meet on WhatsApp groups.

Then with regard to students' responses, according to the observers, the first visible reaction of students was that students thought that the assignment was easy because it was related to the daily life of students when making appointments, students used the given *Redemittel*. All students tried to do the assignment as well.

There are advantages and disadvantages of using EDDU in this online German language learning. Some of the advantages are that it makes it easier for the teacher and less burdensome for students during online learning when compared to using methods that should be used on face-to-face learning activities. In addition, learning using the latest social media makes learning interactive and effective. There are also many teaching ideas or tips that are very helpful for teachers. The ideas and learning steps presented are very coherent and clear, even very detailed so that they are easy to understand or applied in learning activities. In addition, the assignments given are related to the daily lives of students so that students can easily understand them.

On the other hand, some of the disadvantages are that student participation during learning seems to be too passive, in this case, they only actively work on the given group tasks and did not do the individual tasks. After the researcher triangulated the source by interviewing three students to find out why they were not active in the learning process, it was found that they felt that the implementation of online learning was quite heavy because they had to do a lot of tasks from many school subjects. This makes them overwhelmed and ends up not doing all the tasks. Student's interest in the German language is a factor, too. In addition, using EDDU can be a little challenging for teachers who are not up to date with the latest technological advances. Then the steps in the initial activity

(Einstieg) must be given by the teacher precisely and clearly so that students can easily achieve learning objectives. This is because the learning ideas presented by EDDU are student-centered learning and the teacher only acts as a facilitator.

Overall, the use of EDDU according to the informants is very helpful because not only it is supporting learning methods that are applicable in the current conditions (pandemic), but it also shows the dynamism of the learning process because it follows technological developments in education. The new and different ideas presented are also a new challenge for teachers that teachers are required to be more creative in presenting learning.

4. DISCUSSION
4.1 The Implementation of *Erfolgreich Digital Deutsch Unterrichten* in Online German Learning at SMA Negeri 8 Malang

In this research, the researcher has two important roles: as a teacher and as a researcher. Teacher needs strategies and ideas for implementing digital media in the lesson creatively. EDDU is a media which provides ideas for digital learning especially mobile learning.

According to Chartrand (2016:10-11) there are some benefits of mobile learning. One of them is the social media. The use of social media such as Facebook and Twitter can be a positive method for the students for share their thoughts and ideas on various themes with others. Some shy students in the class can perform better through social media. This passage is in accordance with the observation data. The observation data showed that the students were making appointment through chat app for doing activities together. Based on the interview data it can be known that the students can use various platform to do the given task. More than that, the lesson with EDDU support the students to learn authentically because the ideas for the lesson are based on student's daily activities. Besides, the first reaction of the students is that the task is simple because it reflects the everyday life of the students: making appointment via chat app. All of them tried to do task very well.

Munir (2017:26) explained that digital learning would be more effective und offer more benefits in comparation with conventional lesson if the learning strategy is right and suitable. This statement aligns with the results from the interview data. They showed that using EDDU helped teachers prepare lessons during the pandemic. Moreover, EDDU provides many tips and teaching ideas which are very helpful for the teachers. The use of social media made the students more active in doing the assignments. The given task is also close to reality, so it is easy for learners to understand.

Furthermore, Sarode (2018:58,61) defines teaching strategies as methods to help the students learn the desired course content and develop achievable goals in the future. More than that, she said too that a good teaching strategy motivates the students to learn. It suits the results from the interview data that the implementation of EDDU made most of the students actively participated and did the task very well.

EDDU is a media which can be used by teachers. EDDU presents teaching ideas on how teachers can easily and successfully use digital media in the classroom. Ahmadi et al. (2011:10) said that the teaching strategies are plans which include a variety of learning activities that can be used to achieve specific learning objectives. It aligns with the results of the implementation of EDDU in online German lesson which explained by the observers, that the teaching ideas from EDDU helped teachers in preparing the lesson especially during the pandemic. The idea of using social media in the lesson as a homework is supposed to help the students to achieve the learning objectives.

4.2 The Problem in the Implementation of Erfolgreich Digital Deutsch Unterrichten in Online German Learning at SMA Negeri 8 Malang

The results of this research showed that there are some problems in the implementation of EDDU in online German lesson at SMA Negeri 8 Malang. One of them is that some students did not actively participated (e.g. give comment/ask question/join the discussion) in the lesson. Therefore, the researcher did a data triangulation by further interviewing some students who are not really participating at the lesson. It is found out that they were overwhelmed because of online school system that made them to do a lot of school assignment in a short time. This passage aligns with the opinion of Zounek and Sudický (2013:59-60) that technology-enhanced learning can also cause negative resentment among students who lack motivation and the ability to organize their workload and learn independently. For unmotivated students with lack of learning habit, technology could be the reason of their lower productivity and worse academic performance. In addition, students can sometimes feel isolated and disconnected in the virtual environment (i.e., "lost in cyberspace"), especially in cases where there are no face-to-face meetings or other forms of offline interaction for an extended period of time (e.g., distance learning programs). These are the exact same situation that students are experiencing during this pandemic.

More than that, there was a problem in the implementation of EDDU. Due to student's limited vocabulary range, there were some sentences written by the students that looks like results of Google Translate. Zounek and Sudický (2013:6) said about this that one could assume that the overwhelming workload increase is one of the factors that provoke plagiarism and any other electronic forms of cheating.

According to the interview-data, the implementation of EDDU would be a difficult thing for teachers who do not keep up with current technology. It aligns with what Ghavifekr and Rosdy (2015:177) said that computers and technology are not replacing the quality teachers, but instead are additional complements needed for better teaching and learning. The need for ICT integration in the classroom is essential because with the help of technology, teaching and learning not only take place in school, but can also take place when teachers and students are physically far away from each other. Furthermore, teacher's readiness and competences in using digital media play an essential role in the use of digital technology in the education sector. Teachers need sufficient ICT-competences to implement the technology and have a self-confidence in using the technology in the classroom.

5. CONCLUSION

„Erfolgreich digital Deutsch unterrichten" is a project developed by the Goethe-Institut Thailand which presents various ideas and tips for learning the German language using the latest digital media, especially social media which are commonly used in everyday life. In the application of EDDU in online German language learning at SMA Negeri 8 Malang, the learning idea material used is Freizeit und Hobbys. The object of learning as described on the chosen EDDU card is that students can make appointments with their friends via a chat application that they usually use.

Teaching and learning activities begin with a brief overview of what they will learn on that day. Then students watch videos and exercises as an introduction, as well as a repeat of the content that has been previously learned. These exercises are presented so that students can find out how to make an appointment to do an activity on the weekend with their friends. After that, in the end, the teacher provides instructions and directions for the group assignment. Students are divided into eight groups and each group consists of four people. Each group then gets a different theme, including going to the cinema, watching music concerts, playing tennis, and so on.

The application of EDDU to online German language learning has both advantages and disadvantages. The advantage is that the learning ideas presented are very current and relevant, make learning activities more interesting and interactive. Even though learning activities are done online, students can still collaborate with their friends.
The disadvantage of implementing the EDDU is that there are still some students who are not active either in doing the exercises or assignments given. However, this is due to the online learning system, which is quite burdensome for students thus that some of them feel frustrated by their participation in online learning. It can thus be concluded that EDDU is very beneficial to teachers in organizing interesting learning using digital media in daily life.

6. SUGGESTION

Based on abovementioned research's results, the researcher has some suggestion on implementation of EDDU in online German lessons for German as a foreign language teachers and further researcher. Teachers who are planning to use EDDU should have first a knowledge about the actual digital media and its function. The teaching ideas of EDDU are not only for learning topic "Freizeit und Hobbys" but also available for other learning topic. There are even some teaching ideas for digital ritual in German lesson on the topic of Artikel, Buchstaben, Uhrzeit, and Zahlen.

For the further researcher who are willing to do a research in the field of digital learning, they could further develop the teaching ideas of EDDU. The research with EDDU could be conducted at a school that offer German class or in a German Department at a university.

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