

ANALYSIS OF DIGITAL-BASED ENGLISH LEARNING MANAGEMENT TO IMPROVE STUDENTS' READING SKILLS IN BATAM CITY

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Abstract

Abstract English learning management is an important thing to consider because it is an important part of the English learning process. Learning management is a process of interaction between educators and students starting from the planning stage, implementation, and ending with learning evaluation. The existence of learning management is proof of the accountability of educational institutions to produce outcomes that are beneficial to society and guide students to have spiritual and intellectual intelligence. The study aims to obtain information and analyze planning, implementation, evaluation, obstacles and solutions in students' English learning. This study was conducted at the high school level in Batam city. To achieve this goal, the researcher used qualitative descriptive research which was intended to obtain information. Research data were collected through observation and interviews. The results of the study showed that: 1) there was an increase in reading comprehension of English texts; 2) There was interference from researchers in learning for students; 3) There was an addition to students' vocabulary in this study.

Keywords: learning management, English, reading skills

INTRODUCTION

The rapid development of technology in the digital era is now undeniably affecting the world of education, both in terms of infrastructure and in the implementation of learning activities, such as methods, models, strategies, and approaches used. The rapid development of technology in the digital era is now undeniably affecting the world of education, both in terms of infrastructure and in the implementation of learning activities, such as methods, models, strategies, and approaches used. According to Maryono (2018) the development of information technology has a significant impact on various aspects of life, one of which is providing a positive influence in the education. This development can result in an increase in the quality of education (Elvira, 2021). Therefore, it is very important to have superior and skilled human resources, especially among educators. Educators act as the spearhead in the world of education, contributing to the creation of positive changes in the education system.

Technology-based education management is an approach that utilizes digital technology to support various aspects of administration, planning, implementation, and evaluation of learning activities in educational institutions. In the digital era, the development of education makes it easy for students to access knowledge quickly and easily. This change in education also requires educators to integrate information and communication technology into the teaching and learning process. Currently, the focus of learning is no longer solely on teachers, but must be oriented

towards the students themselves.

With the application of this technology, educational management can be more structured, efficient, and effective in managing various elements in schools or educational institutions. Tools such as school management information systems, online learning platforms, and planning and evaluation software, allow institutions to manage student data, academic activities, curriculum, and evaluations centrally and easily accessible to all stakeholders. The use of this digital media requires thorough preparation from students and teachers to actively communicate through information and communication technology, such as computers or laptops connected to the internet, and smartphones with various applications.

The use of technology and information in education is considered a strategic step to improve children's reading skills. According to Islami et al., (2024) not a few students have difficulty understanding the contents of reading texts. Focusing on understanding the content can make a big contribution to improving students' reading skills.

In learning, especially English, there are various digital media that support students' learning activities in high schools. Some of them are PowerPoint, learning videos, digital comics, and applications such as Canva, WhatsApp groups, and Google Classroom. By using this media, students can easily access and understand learning materials, thereby reducing boredom and increasing their focus in digesting information. Then, in an effort to improve English language literacy, several schools have started the initiative. However, its implementation has not been running optimally (Rosanti et al., 2020). There are various factors that influence this, including limited time, motivation and ability of students, the competence of teachers who teach the language, and an environment that is less supportive (Budiarto, 2022). Responding to this reality, there are many schools or madrasas that only teach foreign languages theoretically, without trying to develop students' language skills by increasing their literacy in the language more concretely (Hasanah et al., 2021). Therefore, it is very important to have superior and skilled human resources, especially among educators. Educators act as the spearhead in the world of education, contributing to the creation of positive changes in the education system.

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In learning, especially English, there are various digital media that support students' learning activities in high schools. Some of them are PowerPoint, learning videos, digital comics, and applications such as Canva, WhatsApp groups, and Google Classroom. According to Riyan (2021) emphasized that, with the creation of this digital learning media, teachers are required to create more creative and innovative teaching materials. If the learning is interesting, it will give a good impression to the students. By using this media, students can easily access and understand learning materials, thereby reducing boredom and increasing their focus in digesting information. Then, in an effort to improve English language literacy, several schools have started the initiative. However, its implementation has not been running optimally (Rosanti et al., 2020). There are various factors that influence this, including limited time, motivation and ability of students, the competence of teachers who teach the language, and an environment that is less supportive (Budiarto, 2022). Responding to this reality, there are many schools or madrasas that only teach foreign languages theoretically, without trying to develop students' language skills by increasing their literacy in the language more concretely (Hasanah et al., 2021).

In reading skills, teachers take several English texts from the internet, then ask students to read with correct pronunciation and look for the meaning of unknown words in the dictionary. Teachers complement the text with interesting images such as graphs or concept map charts that help students understand the contents of the text. After the learning is complete, teachers upload their materials on the internet so that they can be a reference for teachers in other areas. In reading learning, around 90% of students stated that they preferred to use dictionaries and other online books

compared to printed versions because printed books are heavy and take up space. However, teachers still require their students to bring dictionaries and printed books to school, this is done because in normal learning when there is no pandemic, students are prohibited from bringing their cell phones to class. This also aims to get students used to not relying on all their learning on digital devices and eventually being lazy to read printed books.

The low literacy rate in Indonesia is a challenge that we need to face together. Therefore, it is very important for us to create a generation that loves reading as an effort to improve their literacy rate. The Minister of Education and Culture, Nadiem Makarim, has also taken steps to help improve the literacy of Indonesian children through the policies he has initiated. One of his plans is to make changes to the content of books provided to students, with a focus not only on the curriculum. This is because the books that have been used in schools tend to be learning packages that may be too structural or heavy for students. Therefore, efforts to design books to be more interesting are expected to foster students' love of reading. When children start to love reading, their learning process will also develop further.

Reflecting on the reality above, then SMA Ulil Albab has implemented English language skills through increasing literacy culture, only the implementation has not been fully maximized. In addition, in order for the increase in language literacy culture to be conditioned properly, a well-planned learning program is needed. Therefore, SMA Ulil Albab needs learning management in improving English language literacy for students. Based on the problems that have been explained, it is necessary to analyze the planning of English language learning management to improve language literacy at SMA Ulil Albab Batam.

METHODOLOGY

The type of research applied to achieve the research objectives is qualitative research with a descriptive approach. This type of research is used to uncover the phenomena that occur in the field related to the analysis of digital-based English learning management to improve students' reading skills at SMA Ulil Albab Batam. This type of research is used to reveal the phenomena that occur in the field related to the analysis of digital-based English learning management to improve students' reading skills at SMA Ulil Albab Batam. SMA Ulil Albab consists of 30 teachers and 436 students. Ulil Albab Batam Integrated Islamic School is an integrated Islamic educational institution and boarding school that has a vision "To become a reference Islamic school in the Riau Islands Province". SIT Ulil Albab Batam was established in a strategic location, precisely in Tiban Utara No. 1, Patam Lestari Sekupang Village, Batam City, Riau Islands Province and is also spread to 2

places, namely Sekupang and Batu Aji. Researchers are very interested because the use of digital technology has been proven to create a more dynamic and interactive learning atmosphere, so that it can increase student involvement in the learning process.

Qualitative research is a research method based on philosophy and uses researchers as key instruments (Sugiyono, 2019). This study uses a descriptive qualitative approach. Data collection was carried out by distributing questionnaires to 26 students. This approach allows researchers to thoroughly understand the implementation of management practices that support improving students' reading skills. The following is an instrument in the form of questionnaire questions to 26 respondents as follows:

Table 1. Research Instrument Based on Research Indicators

Number	Research Instrument Based on Research Indicators
1	Independent curriculum is implemented in schools
2	Preparation of special materials during learning is carried out specifically to improve students' digital skills.
3	The school provides facilities or means
4	The school provides certain software that can be used in learning English.
5	Digital-based learning has been implemented at Ulil Albab Batam
6	Implementation of digital-based learning is carried out according to procedures
7	The most updated applications/programs or software are implemented by teacher for English learning activities.
8	The relationship between English language learning and students' digital reading skills is very good
9	Challenges/difficulties teachers face when teaching digitally
10	Increasing students' interest in reading in digital-based English learning
11	Create digital modules to improve English reading skills more easily
12	Teachers use digital learning resources at every learning meeting
13	Students understand more about reading digital-based English

RESULT AND DISCUSSION

In the Results section, the author presents the research findings obtained. The results of the questionnaire show that the use of digital-based learning media during English lessons in class has been implemented at SMA Ulil Albab. From the pretest-posttest method, the researcher obtained data in the form of:

Number	Indicators	Persentation (%)			
		Strongly agree	Agree	Disagree	Strongly disagree
1	Independent curriculum is implemented in schools	80,5	19,5	0	0
2	Preparation of special materials during learning is carried out specifically to improve students' digital skills.	53,1	46,9	0	0
3	The school provides facilities or means	43,8	53,1	0	0
4	The school provides certain software that can be used in learning English.	43,8	53,1	0	0
5	Digital-based learning has been implemented at Ulil Albab Batam	40,6	59,4	0	0
6	Implementation of digital-based learning is carried out according to procedures	56,3	43,8	0	0
7	The most updated applications/programs or software are implemented by teacher for English learning activities.	21,9	62,5	15,6	0
8	The relationship between English language learning and students' digital reading skills is very good	18,8	59,4	12,5	0
9	Challenges/difficulties teachers face when teaching digitally	31,3	56,3	12,5	0
10	Increasing students' interest in reading in digital-based English learning	46,9	53,1	0	0
11	Create digital modules to improve English reading skills more easily	21,9	62,5	0	0
12	Teachers use digital learning resources at every learning meeting	31,3	50	9,4	9,4
13	Students understand more about reading digital-based English	56,3	43,8	0	0
Average presentation		42,0	51,0	3,8	0,7

The table above shows that the results of the observation of the analysis of student reading improvement in digital-based English learning conducted at SMA Ulil Albab Batam show that the percentage given to teachers and principals with the Strongly Agree (SS) category is 42%. Next, in the Agree (S) category, it was 51%. While the Less Agree (KS) category, this training is running effectively only by 3.8%, and in the Disagree (TS) category only by 0.7%. The results of the observation show that the teacher succeeded in maximizing his/her abilities in class management so that when using digital-based learning media, all students felt included and as much as possible, no students felt ignored in the learning process.

The use of digital-based learning media was chosen by English teachers at Ulil Albab High School, Batam on the basis that nowadays children in general, and elementary school students in particular, are very familiar with the use of software or cyberspace in their daily lives. This has prompted teachers to take advantage of this to create digital-based learning. Digital-based learning is learning that utilizes computers and the internet as an interface for the learning process. Here, English teachers do not completely transform their learning into digital-based learning, but teachers only integrate digital-based learning media into the teaching and learning activities they carry out.

The first advantage is that digital-based learning media is easy to use. This was conveyed by the teacher with the explanation that digital-based media can be accessed by students either via laptops or from their respective mobile phones (Prayitno & Faizah, 2019).

The second advantage is that digital-based learning media can improve the quality of learning for students. Here, it means that students can learn independently using digital-based learning media without being bound by space and time. They do not only practice learning using the media in class during class hours. However, because of the characteristics of the learning media which is easy to access, they can easily access the learning media anytime and anywhere. They can do this to deepen their understanding of some material that is not well understood (Listyarini et al., 2022)

CONCLUSION AND SUGGESTION

The implementation of English learning at Ulil Albab High School went very well. This can be seen from the fulfillment of 3 levels of digital literacy development. First, in terms of digital competence (Digital competence) it shows that all teachers and students have good skills in using internet-based digital devices in the learning process as well as polite student behavior in social media. Second, the use of digital devices (Digital usage) is not only used by teachers in delivering learning, but also used by teachers to find other references such as images, videos, or texts related to the material so that learning is more enjoyable and students do not get bored easily. Third, digital transformation (Digital transformation), at this level can be seen from the creativity of teachers in developing innovative teaching materials and media so that it is easier for students to understand the material. In addition, student creativity can also be seen from their assignments uploaded on YouTube, social media, and Blogs.

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