

## Implementation in Management of Education Using ADDIE Method as a Foreign Language Teachers to Improve Students Language Skill Era 5.0

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### Abstract

Implementing learning by utilizing digital can be a solution for foreign language teachers in the era of Society 5.0 to improve students' language skills at school, especially with the implementation of the independent learning curriculum; students are expected to be more active, creative, and innovative in class. However, problems often occur with students' foreign language skills in its implementation. This happens because of various obstacles, including teachers who still use the lecture method in learning, so students' interests and understanding are small. This is caused by presenting material that does not attract students' interest. This research used a qualitative descriptive method and developed the ADDIE model: Analysis, Design, Development, Implementation, and Evaluation. This research aims to determine learning methods using ADDIE-based learning, as well as the effectiveness of their use in foreign language learning. The research results show that: 1) The design of the ADDIE model was carried out as follows: a. analysis stage, b. material, strategy, and media design stage, c. development stage, d. implementation design stage in e-learning learning situations and e. trial and error validation by experts, 2) The results of the validity of the learning planning design based on the material validator obtained good results, namely with a score of 70% with good criteria and the media validator obtained 80% results in the very good category, and 3) The results of student responses with very good answers on media design reached 88%. So, this method is very useful for students in improving their foreign language skills.

**Keywords:** Foreign Language; Digital learning; Era Society.

### How to Cite:

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## 1. INTRODUCTION

School is an adequate learning environment for teaching scientific concepts (Ardianti, 2022). Education is a vehicle for forming young people who are smart and have character. The government continues to develop the quality of human resources, as stipulated in Law Number 25 of 2000 concerning the National Development Program. The aim is to improve the quality of education in Indonesia, especially in learning in the 21st century, as stipulated in the 1945 Constitution (Cahya et al., 2023).

Education is a picture and image of society itself, so if the quality of education is good, then the quality of that society is also good. Therefore, it is necessary to create a better educational policy that does not only focus

on theory but is based on developing student competencies. One effort in creating education policy is to involve education and politics because, currently, education cannot be separated from politics. Policies are explicit and legally enforceable decisions made by organizations to regulate behavior and instill new ideals in society (Ishak, 2021).

Learning is a process of interaction between teachers and students, which is carried out in a planned and conscious manner in the classroom to improve students' abilities. Combining two elements, namely teachers and students, creates interactive education using language as a teaching medium. Education is oriented towards freeing students to be independent and productive so that students are not alienated, creating a productive generation. Education is carried out to realize an effective learning process to educate students to develop their potential (Cahya, 2023).

A learning process that involves students in active learning activities will be meaningful for them, so they are expected to be able to do it. This will foster the values that students need in life. Students must be equipped with the ability to learn lifelong, learn from various sources, work together, adapt, and solve problems (Agustiyani et al., 2022).

In the era of society 5.0, education plays an important role in improving the quality of human resources (HR). Apart from education, several elements and stakeholders such as the government, Community Organizations (Ormas), and the entire community also welcome the next era of Society 5.0. To answer the challenges of Society 5.0 in the world of education, 21st-century life skills, better known as 4C (Creativity, Critical Thinking, Communication, Collaboration), are needed. It is hoped that teachers will be creative individuals who can teach, educate, inspire, and be role models (Subandowo, 2022).

Era of Society 5.0 can be interpreted as a concept of society that is human-centered and technology-based. The era of Society 5.0 is a continuation of the Industrial Revolution Era 4.0, which emphasizes the humanist side in solving social problems, including education, by integrating virtual and reality. This research aims to analyze teacher profiles in the era of Society 5.0 using data sources or references in the form of books, journals, etc. Teachers who are the driving force in education in the era of Society 5.0 must have adequate competence. He must be competent in providing learning material and moving students to think critically and creatively. Apart from preparing the curriculum and adequate facilities for education in the era of Society 5.0, teachers are expected to be able to ensure the curriculum runs optimally. Therefore, teachers must have several main and supporting competencies, such as competence in the field of education, competence in determining future strategies, and competence as a counselor (Nasrul et al., 2022).

One opportunity for using technology to support higher education is the implementation of online learning, but from the reality in the field, the use of online learning is not optimal. Online learning is a form of web-based service intended to support the process of teaching and learning; because this service is flexible, it promises effectiveness and efficiency in the world of education. Using this program can expand access to education, improve the quality of education, and reduce the cost of education (Sembiring & Arisandy, 2016).

Learning English must be supported by quality human resources. In other words, improving the quality of human resources can positively impact improving English language learning. For this reason, various learning models that can increase motivation and interest in English need to be developed (Maru'ao, 2020).

Learning will run even better if it is supported by teacher creativity in improving the quality of learning; for example, a teacher must be able to make students more interested in each subject. With more creative teaching, students will be more enthusiastic about participating in learning during class. Therefore, a teacher must continue to increase their innovation and creativity to improve the quality of learning for their students (Supriadi, 2018).

The rapid progress of technology today is a necessity. It cannot be denied that technological advances have succeeded in influencing every aspect of human life in various fields, such as economics, society, culture, and education. In the field of education, digital learning is one use of technological advances in teaching and learning activities (Jaya Sp, 2022).

Digital learning is delivered through digital forms of media through the Internet. The provided learning

content and teaching methods were designed to enhance learners' learning and improve teaching effectiveness or promote personal knowledge and skills (Tarigan et al., 2021).

This digital-based learning requires a lot of money to purchase the devices and data quota to access the Internet. Many parents complained about the extravagant internet plan usage for hours of assignments and the expensive data quota prices (Armawi et al., 2021). Observation will also improve students' language skills. The observation stage is in line with students' listening skills because students not only listen to others speaking but also observe (Gunawan et al., 2022).

One aspect of child development that must run optimally is language. Language skills play a vital role for children. Language is a means of communication in everyday life, both verbally and nonverbally (Fahira & Izzati, 2021). The use of community language learning showed the students' success in speaking. The students enjoyed their lessons more and were more motivated, interested, and confident during the teaching-learning sessions (Daulay, 2019).

The typical problems students have in learning the speaking vocabulary needed to discuss common utterances are a lack of communication strategies and a failure to participate actively in conversation (Wibowo & Khairunas, 2019). This research novel with previous research conducted by Nyoman Sugihartini in the Journal of Technology and Vocational Education, where the previous research used the ADDIE model with (MIE) while the research I conducted only used the ADDIE model with descriptive qualitative results methods.

## **2. RESEARCH METHOD**

This research used a qualitative descriptive method and developed the ADDIE model, namely Analysis, Design, Development, Implementation, and Evaluation (Hidayat & Nizar, 2021). ADDIE models were used for this development research because the stages of this model are systematic and very easy to learn. The ADDIE research and development model is part of the research design and development of instruction to produce educational products. In this research, the product produced is a creative pedagogical design based on an Android digital application (ADA). Research using the ADDIE model is carried out through five stages depicted in the acronym: Analyze, Design, Develop, Implement, and Evaluate. In this article, the researcher will present the stages of research and development of ADA-based creative pedagogy design research and development in the three stages of ADDIE research: analysis, design, and development. Researchers analyzed the need to develop ADA-based creative pedagogical innovation designs at the analysis stage.

The researchers began designing ADA-based creative pedagogical innovation designs by conducting a literature review and relevant previous research to connect various theories in building ADA-based pedagogical innovation designs. The third step in producing an ADA-based creative pedagogical innovation design is carrying out final design development activities before expert, practitioner, and trial assessments are carried out.

The research was conducted on four prospective physical education teachers from 2 physical education students at different semester levels. Because this article will only describe the three research stages of analysis, design and development, data collection and analysis techniques are only carried out at the analysis stage. The data collection technique at the analysis stage uses a needs analysis questionnaire using a closed questionnaire. The data analysis technique for the results of the needs analysis questionnaire was carried out using descriptive statistical techniques. Data is presented and analyzed to find a general picture of needs in product development, namely ADA-based creative pedagogical innovation design for prospective teachers. The ADDIE design process can be seen in Figure 1.

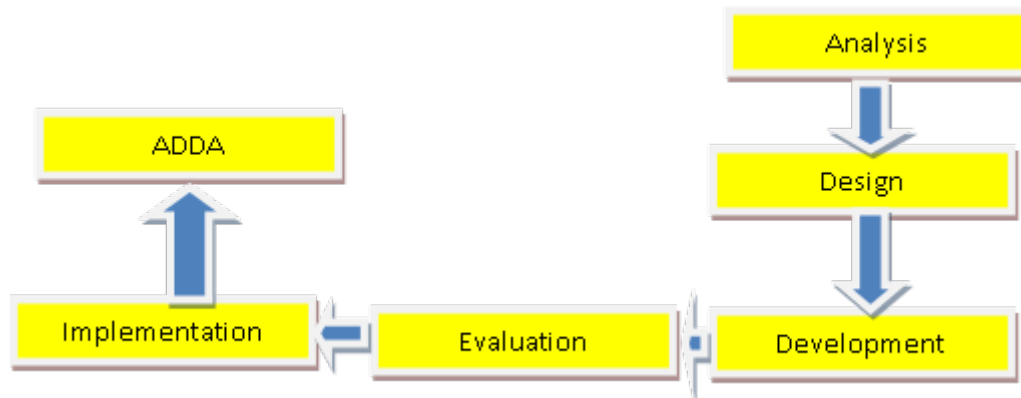


Figure 1. ADDIE design process

### 3. FINDINGS AND DISCUSSION

The teacher's creativity is actually nothing new in the world of education. The term creative pedagogy has been used since before the 21st century began. More precisely, studies related to 21st-century learning and 21st-century skills. The needs related to 21st-century learning and the development of 21st-century skills ('creativity' is one of them) have encouraged the birth of various approaches, strategies, models, and teaching methods for developing creativity.

The research and development steps taken to create ADA-based creative pedagogical innovations are (Rawe, 2022):

#### 3.1. Analysis

At this stage, an analysis of the need to develop ADA-based creative pedagogical innovations is carried out. Needs analysis is carried out by distributing questionnaires to prospective teachers regarding the need to develop new designs that can serve as solution guides in teaching, learning, and creativity development practices in schools, especially in learning.

The analysis is also not only carried out on design development needs but also on user readiness to accept ADA-based creative pedagogical innovation ideas and supporting instruments. Context analysis is also carried out on the applicable curriculum and learning management, the characteristics of Android-based digital technology, applicable educational policies related to the development of creative teaching and learning as well as creativity development and policies related to the integration of educational technology.

Using five closed questionnaires, it can be concluded that several findings were identified as the needs of prospective physical education teacher students for developing physical education learning, which became the basis for developing ADA-based creative pedagogical innovations in this research. Based on item one, it can be seen that 85% of respondents stated that it is very necessary, and 15% of respondents stated that prospective teachers need to have good mastery of special skills in developing pedagogical innovation. One of the main skills prospective physical education teachers need and must develop is reflected in the analysis of answers to the second item of the questionnaire. In the second item, 90% of respondents stated that it was very necessary, and 10% of respondents stated that prospective physical education students needed to think creatively when developing pedagogy.

They emphasized the respondent's agreement with the third item: "The development of creative learning will only be realized through teachers who can also have creative thinking habits." The responses to this item showed that 87% of respondents said they strongly agreed, and 13% said they agreed. The results of the needs analysis questionnaire also show the need for aspects of contemporary development demands that require transformation in lectures, as illustrated in items four and five. In the fourth questionnaire item, the demands of 21st-century learning with the development of 21st-century skills, which includes one of the skills, namely creativity, encourage the birth of new needs in lecture practice for developing learning media. In this fourth questionnaire item, 92%

of respondents stated that it was very necessary, and 8% of respondents stated that it was necessary to integrate the development of creative thinking habits as one of the outputs that prospective physical education teachers, in general, must have through lecture/learning foreign language activities. Likewise, questionnaire item five contains the demands for the need to involve technology in the learning process based on current conditions, namely the industrial revolution 4.0 period and society is society 5.0, even the metaverse 6.0 era which is marked by the use of technology in all fields. The results of questionnaire item five stated that 95% of respondents stated that it was necessary, and 5% of respondents stated that it was necessary to integrate the development of technological pedagogical innovations.

The results of the data analysis of the needs analysis questionnaire above were then used as a basis for the design and development stages of creative pedagogical designs that adapt to the needs of respondents, especially in efforts to stimulate creative thinking habits.

### **3.2. Design**

In the second stage, creative pedagogy based on digital technology was designed by conducting a literature review on related theories and tracing relevant previous research. This section builds the theoretical basis for the development of ADA-based creative pedagogical innovation.

### **3.3. Development**

Development stage: at this stage, the teacher prepares and develops the lesson plan and syllabus using a student-centered learning-based approach; students are accustomed to being able to convey or present the knowledge they have. In student-centered learning-based learning, students must not only listen and receive knowledge from the teacher but must also be able to play an active role in the learning process (Azizah & Syarifah, 2021).

The implementation of creativity based on digital technology can be formulated first with the following steps:

#### **A. Formulate learning objectives by integrating**

Development of one dimension of creative thinking habits to develop student creativity. At the planning stage, what must be done is to formulate learning objectives by integrating the development of one dimension of creative thinking habits to develop student creativity. If creative pedagogy planning based on digital technology is to be implemented in learning, the first thing is to identify KI and KD and formulate learning objectives first. Only then set the goal of developing creativity as one of the goals, both instructional and nurturing effect (the goal of developing creativity as an accompanying impact).

In formulating goals for developing creative thinking habits, users can formulate one or even more creative thinking habits or sub-habits, which can be seen in the design brief for digital technology-based creative pedagogy design (discussion in the next sub) that intersect with the learning objectives of the subject or allow it to be developed following creative learning experience activities and creative teaching that will be carried out. The creative pedagogical idea chosen was 'turning the classroom into a cinema.' The digital technology used is video film. The teachers can choose to develop creativity in one of the dimensions of creative thinking habits, namely 'curious,' 'imaginative,' 'collaborative,' 'persistent,' and 'disciplined,' or even choose two, three, four, or all five to be developed and measured during creative learning and teaching processes.

#### **B. Formulate a Creative Learning Experience Plan**

This stage is also part of the planning stage in implementing creative pedagogy. After formulating objectives, users can choose a creative pedagogy plan in the creative pedagogy design brief and or develop their own activities.

#### **C. Formulate creative evaluation techniques**

At this stage, users can choose evaluation techniques creatively. Instead of carrying out uniform and rigid paper tests, evaluation can be carried out in unconventional ways, accommodating openness and opening up opportunities for openness. Students can even be directly involved in selecting evaluation procedures. The choice of evaluation technique, in this case, is also intended to measure creative thinking habits.

#### **D. Ensure the implementation of creative pedagogy elements based on digital technology**

This stage is carried out by organizing creative teaching and learning activities. Make sure teachers or lecturers who use creative pedagogy based on digital technology prepare a checklist to evaluate the implementation of creative pedagogy elements, which include the existence of creative teaching, the implementation of learning creatively, the existence of activities to develop student creativity, and the involvement of digital technology to support creative teaching and learning activities.

#### **E. Ensure the existence of creative characteristics and climate both in planning and implementing creative teaching and learning activities**

This stage is carried out in the process of organizing creative teaching and learning activities. Make sure that teachers, student teachers, or lecturers who use creative pedagogy based on digital technology prepare a checklist sheet to evaluate the implementation of the existence of characteristics and creative climate as described in the previous discussion of characteristics and creative climate.

#### **F. The wheel of creative pedagogy based on digital technology**

As stated in the operational definition section, researchers define creative pedagogy based on digital technology as planning, organizing activities, and teaching and learning processes that are imaginative and innovative by involving digital technology in the curriculum and learning strategies in or in the classroom to develop students' creativity. This research shows that creative pedagogy based on digital technology can be categorized as a 'learning approach,' 'learning model,' a series of ways of teaching,' a collection of creative strategies and teaching methods that contribute to the development of student creativity. From a curriculum perspective, this digital technology-based creative pedagogy must be viewed as a whole both from an input perspective, including input instruments, and the output to be achieved. Thus, through the illustration above, the researcher intends to show the framework of creative pedagogy based on digital technology.

It is hoped that using the creative pedagogy wheel will ultimately produce creative output that is inherent in each learning development course in the prospective teacher education program and will have a broad impact on each subject. In the end, it can have an impact on the good achievement of prospective teacher students and student achievement. The ultimate goal is achieving a CPL or graduate profile and national education goals, which explicitly mention the word 'creative' as one of the expected skills.

Implementation designs are based on digital technology using the ADDIE model research approach at the analysis, design, and development stages. This article only presents how the needs analysis steps, which are the basis for designing and developing teacher creative designs, are carried out and the results of the design and development, as stated in detail above, to improve language students' skills. The results of the design and development above will then be continued at the implementation stage as a trial and evaluation medium to produce creative pedagogy designs based on digital technology that are iterative and proven effective in stimulating creative thinking habits.

From the explanation above, this research also supports previous research that discusses ADDIE as a model for developing educational instructional media (MIE) for curriculum and teaching subjects. Therefore, researchers are interested in conducting research again with more specific problems related to learning, namely to find out if there is a relationship between teachers' English skills and students' English success. In this way, it is hoped that teachers can improve the quality of their language competence so that students' English language skills are better.

## **4. CONCLUSION**

Implementing learning by utilizing digital can be a solution for foreign language teachers in the era of Society 5.0 to improve students' language skills at school, especially with the implementation of the independent learning curriculum; students are expected to be more active, creative, and innovative in class. However, problems often occur with students' foreign language skills in its implementation. This happens because of various obstacles, including teachers who still use the lecture method in learning, so that students' interest and understanding are

small. This is caused by presenting material that does not attract students' interest. The various problems above also have an impact on teacher creativity in responding to the challenges of the times; the results of the research on the ADDIE learning design model for this learning application can conclude that the results of the validity of the learning planning design based on the material validator got good results, namely with a score of 70% with good criteria and the media validator got results, 80% with a very good category, and the results of student responses were good. Very good answers to media design reached 88%. These results illustrate that using learning media in applications can be recommended for use in e-learning-based learning processes. The researcher hopes that the ADDIE learning design model can be used for various lessons to produce various teacher innovations and creativity in the world of education.

This research can be used as reference material to develop a teacher language skill measurement model for students' language learning success, rather than just using the ADDIE model to determine students' English learning abilities.

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