

Systematic Literature Review: The Trend of English for Midwifery Teaching Material in The Digital Era

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Abstract: This study aims to conduct a literature review related to the trend of English for midwifery teaching material in the digital era. The research method used in this study is the SLR (Systematic Literature Review) method. Data collection is done by documenting articles that have similar research. The articles used were 12 national journals indexed by Google Scholar published period 2011-2023. Based on this research, it was found that midwifery English teaching materials are in the form of printed and digital teaching materials. 58% printed midwifery English teaching materials are in the form of booklets, modules, pocket books and textbooks. 42% Digital midwifery English teaching materials in the form of web, android, duolingo applications and google classroom application. Based on the SWOT analysis that has been carried out, there are weaknesses in the existing midwifery English teaching materials, namely that they are less supportive when used independently by students without being accompanied by a teacher and require other technology to access them. Therefore, improvements should be made in the development of midwifery English teaching materials so that they can help students understand the material optimally. This research is expected to provide additional knowledge for ESP English lecturers, especially in the field of midwifery, so as to increase the creativity and quality of lecturers in making midwifery English teaching materials. This research qualifies, elaborates and describes previous research regarding the trend of English for midwifery teaching material in the digital era, based on the searches that have been done no one has conducted this research.

Keywords: Digital Era, Midwifery English, SLR.

A. Introduction

Entering globalization era requires every individual to prepare reliable resources, especially in the field of science and technology. The era of technological progress has an impact on all sectors, one of which is the world of education.

The use of digital technology is an important part of 21st century education which is expected to optimize learning for students in tertiary institutions (Komara,

2018; Khoirunnisa & Habibah, 2020). To master this technology, sufficient knowledge and expertise is needed so that it can be used to face the demands of a global world that is full of competition and it is also undeniable 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 tertiary institutions, one of which is the field of midwifery, is competing to integrate students' academic abilities with English language skills. Where, the expected ability for midwives is to be able to communicate in English actively and passively. For this reason, learning English that focuses on midwifery material is needed on an ongoing basis.

There are lots of English teaching materials but the form is only general English or English for nursing but not for midwifery. So, most of the existing teaching materials do not touch the essence of midwifery. Where Midwifery English contains English language learning materials adapted to midwifery-related content, the teaching materials are also adapted to midwifery programs such as material on the process of pregnancy, childbirth and newborn care.

One important thing that needs to be known and highlighted in improving the quality of education is learning media in the form of teaching materials. where, teaching materials become an important component in the implementation of the teaching and learning process. Teaching materials that include material that must be conveyed in the learning process make this teaching material an important and interesting thing to support the successful delivery of material in the learning process. Teaching materials are a set of learning materials that are arranged systematically, displaying a complete figure of the competencies mastered by the learning community in learning activities (Sofyan et al., 2015). With this it can be interpreted that teaching materials are one of the most important tools in the smooth running of a learning process because by using teaching materials, the learning process is expected to run more directed and learning objectives can be achieved. Therefore, teachers are expected to pay more attention to the development of teaching materials so that they can make teaching materials interesting, effective and efficient.

Many methods, tools or media can be used in the development of quality teaching materials. One of them is by utilizing digital technology. With the existence of digital-based teaching materials it makes it easier for students to learn without the need to require a lot of money and is more practical. Studies related to digital teaching materials show that digital teaching materials are appropriate for use in learning (Musdzalifah, 2013). Digital teaching materials are teaching materials that integrate information and computing technology (Safitri & Nurkamilah, 2020). This is also

supported by (Pratama et al., 2012), found that the use of digital teaching materials is very effective in the learning process so that it can improve students' abilities. Likewise, the results of research from (Lilis, 2019) which state that the use of digital teaching materials can increase learner interest in the learning process. Even with (Adabia, 2022), who in his research obtained results that apart from being effective it was also practical in its use. This shows that digital teaching materials in use can increase learner interest, effective and practical in their use.

The use of digital media in the development of teaching materials will produce models to solve problems encountered in the midwifery English learning process. The achievement of a learning objective is also determined by the accuracy of the use of learning methods or approaches and teaching materials, because the methods and teaching materials chosen by lecturers are expected to optimize student learning activities.

B. Methods

The method used in this study is the SLR (systematic literature review) method. This method is done by identifying, assessing, evaluating, and interpreting. In this study, researchers conducted a systematic review of the journals obtained and followed predetermined steps (Triandini et al., 2019). The criteria for scientific articles used as data are in the form of scientific articles sourced from journals for at least the last 10 years, namely from 2011 to 2023.

The steps taken by researchers to find scientific articles as literature research data are: a) visiting the following websites <https://scholar.google.com/>; and b) Enter keywords, namely English for midwifery and midwifery digital-based English teaching materials. Based on the search results, 12 accredited national journals were obtained. The articles used are articles with the same research that was carried out. Then the research results are summarized and discussed together in this article.

C. Results and Discussion

The results of the research data included in this literature review are the analysis and summary of documented articles related to Midwifery English teaching material and digital-based midwifery English teaching materials which are presented in the table below.

Table 1. Literature Review

No	Author	Title	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 base 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 Wilcoxon Test 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 Parwati (2022)	Socialization Using Duolingo App to Increase English Language Learning Motivation in Students of DIII Nursing St. Fatimah Mamuju Institute of Health and Business	This activity aims to provide information to students about the application of learning English with the health theme "Duolingo" in an effort to increase student motivation to learn English more easily and practically.
4	Kadek Heni Oktarina Wisudayanti (2020)	An ESP Learning Materials for Students of Midwifery	This research aimed at developing an ESP learning material for students of Midwifery. The result showed that the learning English could be classified as English for Specific Purpose (ESP). English for Specific Purpose (ESP) is in line with the curricular objectives, which is modelled in terms of standard competency, basic competency

			and learning indicators. Following the competencies and learning indicators. Therefore, the detailed learning materials would be described in terms of (1) language function, (2) language features, and (3) text structures. Moreover, the result of questionnaire showed the students' positive responses toward the learning materials. The learning materials were also proven effectively improve students' speaking abilities after the implementation of the learning materials. The developed learning materials is good for English learning for students of Midwifery because it accommodates the needs of the students in their students teaching and learning process of ESP lesson.
5	I Putu Gede Sutrisna I Gede Galang Surya Pradnyana (2019)	The Development of EOP Based English Material for Midwifery Students in Institut Teknologi Kesehatan Bali	The research aims to (1) analyze the needs for English language teaching materials for midwifery students of ITEKES Bali, (2) describe courses in the midwifery curriculum of ITEKES Bali, and (3) develop an EOP based English learning material for midwifery students of ITEKES Bali. This study was conducted to 30 midwifery students and 10 midwives to know how English is used in the work field. Then the result of this study is an EOP based learning material covering several topics such as greeting, showing room, arranging schedule, explaining labor process, postpartum, children, development and care, reproduction system, and human body. The material is presented in a web and it can be used as an alternative source of English learning based on the results of expert validation.
6	Dwi Setiyadi (2016)	Development of an English Midwifery Textbook with a Contextual Teaching and Learning Approach in the Polytechnic Midwifery Study Program Health, East Java Ministry of Health	The main objective of this research is to meet the needs of textbooks as learning materials that are developed in accordance with the learning context of midwifery study program students. The model developed can be reviewed as follows: one, the learning activities suggested by the textbook model include learning strategies with a contextual approach, consisting of: constructivism, inquiry, questioning, learning community, modeling, reflection and authentic assessment. Two, learning techniques that can be developed in textbooks include: independent study, pairs, group discussions, presentations, conferences, demonstrations and self-development. Learning tasks include: reading comprehension, vocabulary building, writing, grammar and speaking. Fourth, model textbooks require lecturers to design English learning so that learning occurs with a contextual approach.
7	Evivania Vina Aprilina	Development of a Contextual Learning Model Using Modules	The purpose of this research was preceded the design of model contextual teaching learning to improve students reading comprehension skill at

	Asrori Gatot Sutapa (2015)	in English Courses at APB Pontianak	Midwifery Academy of Panca Bhakti Pontianak. Sampel in this research consist of 20 students of midwifery. The final product in this research was an instructional module. The results of data analysis from the accumulation of overall assessments for the appearance aspect of the module, the presentation aspect of the material contained in the module, and the aspects of the benefits of using the module in the student learning process reach 81 % with good achievement.
8	Armyen Pane (2011)	Reading Materials Development for Students of Helvetia Midwifery Academy	The aim of this study was to develop the students' reading materials which were relevant to their needs by describing the needs analysis of English reading materials of the students at Helvetia Midwifery Academy in Medan. The findings of the research revealed that the most dominant need was the materials Related to midwifery discipline some of which were the development of pregnancy and childbirth on mother, fetus, baby's development and growth, immunization, normal childbirth mechanism, dianbea, etc. Besides, grammar, and vocabulary, of the new reading material need simplification since most students found it difficult in understanding the text.
9	Rachma Putri Kasimbara (2018)	Developing Esp Instructional Materials for Students of Midwifery at Politeknik Kesehatan Brawijaya Malang	The aims of this study were: (1) To find out the problems faced by midwifery students in understanding and mastering English, and (2) to develop ESP teaching materials with the principles of Contextual Teaching and Learning (CTL) for midwifery students at the Health Polytechnic of dr. Soepraoen Malang. This research was conducted for 30 students at level II in the midwifery class of Poltekkes Soepraoen. Researchers developed Learning Materials for midwifery students using the results from the Needs Analysis.

English for midwifery is learning English for midwifery students. English for midwifery is given to midwifery students to improve students' ability in 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 (Hidayati & Haryati, 2018). Proficiency in English is also necessary for those who work as medical staff, for example midwives because there is a lot of literature that uses English, especially in the medical field, requiring midwives to be fluent in using English. Midwifery English learning is carried out to meet the future career needs of midwifery students who have qualified skills and abilities.

English for midwifery contains English learning materials that are adapted to content related to midwifery, teaching materials are 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. Teaching materials are an important part of the learning process, occupying a decisive position on the success of teaching and learning related to the achievement of teaching objectives, and determine teaching and learning activities.

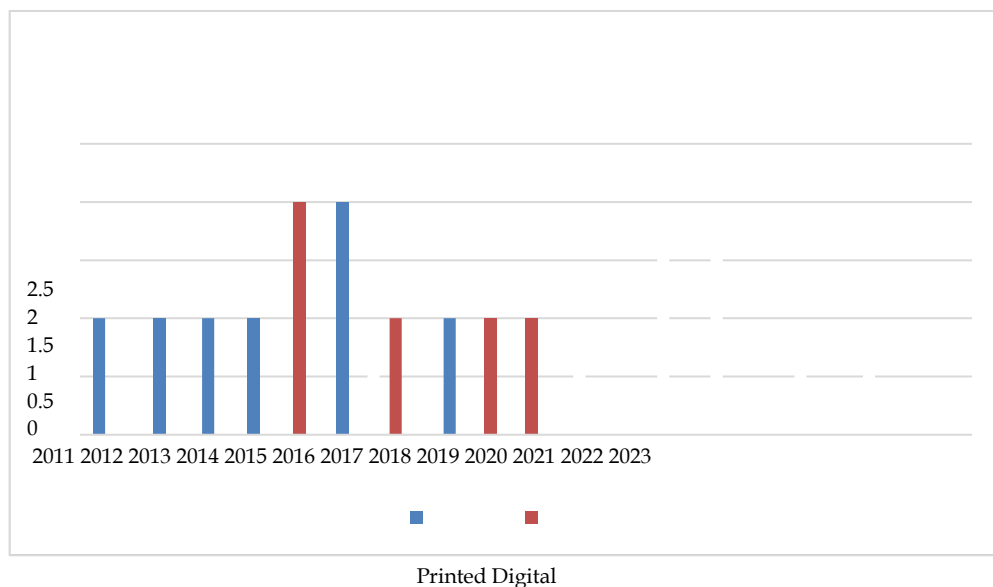
This is in line with the opinion of Silitonga and Situmorang that teaching materials are very important in the learning process because they can support and strengthen the information on teaching materials delivered by the teacher. Teaching materials help students understand the concept of science to achieve the desired competence so that it is easy to remember and can be repeated (Silitonga & Situmorrang, 2009). Teaching materials as educational media are also very necessary in learning because they can explain various difficult phenomena, including abstract concepts into realistic knowledge (Pohan et al., 2016). Teaching materials must contain the vision, mission, context, content, and self-process of the information presented so as to motivate students to learns (Situmorang et al., 2015).

According to (Ho et al., 2009) good teaching materials must always follow developments in technology, art and the reality of life in an incresasingly globalized society added that good teaching materials must also be able to present subject matter in accordance with the demands of the curriculum, keep abreast of developments in science and technology, and can bridge learning so that predetermined competencies are achieved (Pohan et al., 2016). When referring to this opinion, digital teaching materials are an option that can be used in learning.

Digital teaching materials are teaching materials that integrate information and computing technology (Safitri & Nurkamilah, 2020). Meanwhile, Android- based digital teaching materials are digital teaching materials developed using Android applications. This teaching material is presented using an Android-based application. students only need to install this application on their Android device so that they can access study materials independently. We can now find digital-based teaching materials on various platforms. However, most of them can only be obtained if you have made a payment and subscribed. In addition, teaching materials should be developed by the teacher himself without taking teaching materials from other people.

Based on the results of journal analysis on Google Scholar, there are 12 journals on midwifery English teaching materials and digital-based midwifery English teaching materials published in the period 2011-2023. The development of learning media is

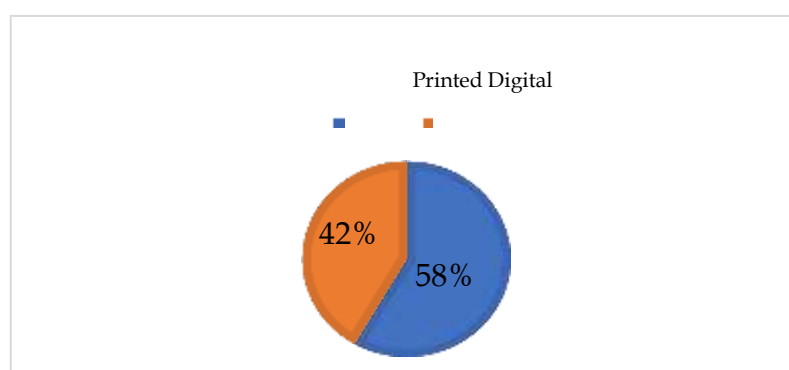
carried out at the tertiary level. Trends in midwifery English teaching materials in the digital era from year to year can be seen in graph 1.



Graph 1. Trend of English for Midwifery Teaching Material in The Digital Era

In graph 1, it can be seen that the trend of midwifery English teaching materials in the form of printed teaching materials is highest in 2020 and have carried out one in 2011, 2015, 2016, 2018, 2 times in 2020 and once in 2021, while spanning 2012-2014 none at all while for digital-based midwifery English teaching materials the highest is in 2019 that is twice and occurs once in 2020, 2021 and 2022.

The trend of midwifery English teaching materials by type can be seen in the following diagram:



Graph 2. Types Of Midwifery English Teaching Materials in The Digital Era

In graph 2. it can be seen that the trend of midwifery English teaching materials in the digital era is mostly done in printed form with a percentage of 58%. Printed midwifery English teaching materials carried out by text book, module, conversation pocket, and Booklet. Meanwhile, digital midwifery English teaching materials are 42%. Digital midwifery English teaching materials are carried out by utilizing the latest technology, for example Android, web, and applications such as Duolingo and Google Classroom.

Based on the review of the article above, a SWOT analysis can be carried out on existing midwifery English teaching materials. SWOT is an analysis based on logic that can maximize strengths and opportunities, but simultaneously can minimize weaknesses and threats (Rangkuti, 2013). SWOT analysis can be used to analyze factors that influence strengths, weaknesses, and efforts that can be made to improve and threats that must be addressed in sustainable management (Bull et al., 2016).

SWOT analysis is carried out with the data collection stage (internal and external conditions), data analysis and decision making (Taruna, in Fatimah & Bramastia, 2021). The following is a SWOT analysis of teaching materials that have been developed:

1) Strength:

- a) Help convey the material that is difficult to understand
- b) Can be adapted to the needs of the class
- c) Can be adapted to various learning models and strategies
- d) In the form of print and digital media so that students are more interested in learning
- e) Can be used to upgrade certain skills
- f) Student knowledge increases after using
- g) Improving the ability to look at problems from other perspectives

2) Weaknesses:

- a) Less support for independent use without a teacher
- b) Requires other technology to access, for example android, laptop and internet
- c) Applied to material whose phenomena are easily observed by students

3) Opportunity:

- a) Student-centered learning
- b) Students are more active in class learning
- c) Teachers can use a variety of learning methods and strategies
- d) Students can associate English learning material with midwifery material

4) Threats:

- a) Passive students do not get a good learning experience and understanding of the material
- b) Limitations of android and laptop technology by students
- c) Limited internet access by students

Based on the SWOT analysis above, there are several weaknesses in midwifery English teaching materials that have existed so far, such as lack of support when used independently by students without being accompanied by a teacher and requiring other technologies to access these materials. The main objective of midwifery English teaching materials is to help students understand English material by associating it with midwifery material. Some students have limitations in capturing the meaning of words in books, so they need visualization. This is in accordance with the cone of experience by Edgar Dale (Sanjaya, 2006) who argued to understand the role of teaching materials in the process of obtaining learning experiences for students, Edgar Dale described it in a cone which was then called the cone of experience. Edgar Dale's cone of experience is widely adopted to determine the appropriate aids or media, to gain easy learning experience. The cone of experience put forward by Edgar Dale illustrates that learning experiences can be through the process of doing or experiencing what is learned, the process of observing and listening through certain media and the process of listening through language. The more concretely we learn teaching materials, for example through direct experience, the more experience we get. Conversely, the more abstract we gain experience, for example, only relying on verbal language, the less experience will be gained (Wina, 2011). For this reason, midwifery English teaching materials that are more interesting, effective and efficient are digital based.

In Pratama research results it was found that the use of digital teaching materials was very effective in the learning process so that it could improve learner abilities (Pratama et al., 2012). This is also supported by research results from Lilis which states that the use of digital teaching materials can increase learner interest in the learning process (Lilis, 2019). Likewise, with Adabia, who in his research obtained results that apart from being effective, it was also practical in its use (Adabia, 2022). This shows that digital teaching materials in use can increase learner interest, are effective and practical in their use.

D. Conclusions

There are 12 journals of midwifery English teaching materials and digital-based midwifery English teaching materials in the period 2011-2023. Midwifery English teaching materials are in the form of printed and digital teaching materials. Printed midwifery English teaching materials are in the form of booklets, modules, pocket books and textbooks as much as 58%. Digital learning media in the form of web, android, duolingo applications and google classroom applications as much as 42%. Based on the SWOT analysis that has been carried out, there are weaknesses in the existing midwifery English teaching materials, namely that they are less supportive when used independently by students without being accompanied by a

teacher and require other technology to access them. Therefore, improvements should be made in the development of midwifery English teaching materials so that they can help students understand the material optimally.

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