

SYSTEMATIC LITERATURE REVIEW: APPLICATION OF WHOLE LANGUAGE APPROACH TO IMPROVE INDONESIAN LANGUAGE LEARNING OUTCOMES OF ELEMENTARY SCHOOL STUDENTS

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Article History

Received: 20-04-2025

Revision: 07-05-2025

Accepted: 13-05-2025

Published: 18-05-2025

Abstract. The Whole Language approach has been widely applied in Indonesian language learning, but there is still a gap in understanding its effectiveness, especially in elementary schools. This study aims to examine the application and effectiveness of Whole Language in improving Indonesian learning outcomes in elementary school students. This study uses Systematic Literature Review (SLR). The article selection process was carried out through searches in indexed journal databases such as Google Scholar, DOAJ, and Garuda with the keywords "Whole Language", "Indonesian Language Learning", and "Elementary School Learning Outcomes" in the range from 2020 to 2025. Articles selected based on inclusion and exclusion criteria amounted to 20 articles that were analyzed in depth. The results of the analysis showed that the application of the Whole Language approach significantly improved the reading and writing skills of elementary school students. In addition, the application of this method also shows an increase in students' motivation to learn, which is reflected in their active involvement in reading and writing activities.

Keywords: Whole Language, Indonesian Language Learning, Systematic Literature Review, Learning Outcomes

Abstract. Pendekatan Whole Language telah banyak diterapkan dalam pembelajaran bahasa Indonesia, namun masih terdapat kesenjangan dalam memahami keefektifannya, terutama di sekolah dasar. Penelitian ini bertujuan untuk mengkaji penerapan dan efektivitas Whole Language dalam meningkatkan hasil belajar Bahasa Indonesia pada siswa sekolah dasar. Penelitian ini menggunakan metode *Systematic Literature Review (SLR)*. Proses pemilihan artikel dilakukan melalui pencarian di database jurnal terindeks seperti Google Scholar, DOAJ, dan Garuda dengan kata kunci "Whole Language", "Pembelajaran Bahasa Indonesia", dan "Hasil Belajar Sekolah Dasar" pada rentang tahun 2020 sampai dengan tahun 2025. Artikel yang terpilih berdasarkan kriteria inklusi dan eksklusi berjumlah 20 artikel yang dianalisis secara mendalam. Hasil analisis menunjukkan bahwa penerapan pendekatan Whole Language secara signifikan meningkatkan kemampuan membaca dan menulis siswa sekolah dasar. Selain itu, penerapan metode ini juga menunjukkan adanya peningkatan motivasi belajar siswa yang tercermin dari keterlibatan aktif siswa dalam kegiatan membaca dan menulis.

Keywords: *Whole Language*, Pembelajaran Bahasa Indonesia, *Systematic Literature Review*, Hasil Belajar

How to Cite: Safira, A., Firmansah, D., & Afriyadi, M. M. (2025). Systematic Literature Review: Application of Whole Language Approach to Improve Indonesian Language Learning Outcomes of Elementary School Students. *Indo-MathEdu Intellectuals Journal*, 6 (3), 3084-3100. <http://doi.org/10.54373/imeij.v6i3.3042>

INTRODUCTION

Language learning is a fundamental aspect in elementary education, where listening, speaking, reading, and writing skills must be developed in an integrated manner (Kusumasari et al., 2024). Good language skills not only support students' academic success but also play a role in forming critical thinking and effective communication skills (Santika, 2024). However, in practice, there are still various challenges in learning Indonesian in elementary schools (Mardiana et al., 2021). Several studies have shown that conventional learning methods are often unable to develop students' reading and writing skills optimally (Husniah et al., 2024). The limited use of contextual teaching materials, the lack of active involvement of students in the learning process, and an approach that still focuses on memorization are some of the factors that cause low learning outcomes in Indonesian subjects (Untari et al., 2023).

One approach that has been widely used to improve Indonesian language learning outcomes in elementary schools is the Whole Language approach (Dharma et al., 2023). This approach emphasizes meaningful and contextual learning, by integrating various language skills into one unit (Haerunnisa, 2024). With this approach, students learn language naturally through the use of authentic texts and direct experience in reading and writing activities. Various previous studies have shown the effectiveness of the Whole Language approach in improving student learning outcomes. Research by Agustin and Setyawan states that this approach has been adapted to the 2013 Curriculum and has been proven to be able to significantly increase students' average scores (Agustin & Setyawan, 2023). In addition, research by Yusuf and NA shows that the Whole Language approach applied through reading aloud and reading comprehension activities increases student learning completeness from 44.44% in the first stage to 88.88% in the second stage. This study indicates that the Whole Language approach can be used gradually to improve students' reading competence (Yusuf & Na, 2024).

Meanwhile, research by Fitri and Ummah revealed that the Whole Language approach also contributed to improving students' writing skills. The results of the study showed an increase in the average score before and after the implementation of this approach, indicating its effectiveness in supporting writing learning (Fitri & Ummah, 2022). In addition, research by Letasado, Putrayasa, and Sudiana found that the Whole Language approach can be combined with other learning models, such as Advance Organizer assisted by picture story media, to improve student learning outcomes more optimally (Letasado et al., 2024). In the context of implementation in elementary schools, the Whole Language approach has been applied in

various forms of learning strategies, such as reading aloud, reading comprehension, writing experiences, and integration with picture story media.

The urgency of this research lies in the importance of improving the quality of Indonesian language learning in elementary schools. Effective language learning does not only focus on technical skills, but also forms students' character through active involvement and deep understanding. The Whole Language approach, which emphasizes the integration of language skills as a whole, is one alternative that can answer the challenges in learning Indonesian in elementary schools. This research is also urgent considering the limited research that specifically examines the application of the Whole Language approach in elementary schools, so that the results can provide practical guidance for more relevant and effective language teaching to improve students' basic literacy competencies. The formulation of the problem in this study is how to apply the Whole Language approach in learning Indonesian in elementary schools and to what extent this approach is effective in improving students' reading, writing, and learning motivation skills.

METHOD

This study uses a Systematic Literature Review (SLR) approach with systematic stages. Article searches were conducted through indexed journal databases such as Google Scholar, DOAJ, and Garuda with the keywords Whole Language, Indonesian Language Learning, and Elementary School Learning Outcomes, in the 2020-2025 period. Article selection was carried out based on inclusion and exclusion criteria. The articles included were studies that discussed the application of Whole Language in Indonesian language learning for elementary school students. From the selection results, 200 articles were found, then filtered based on abstracts and relevance into 80 articles, and after passing the inclusion and exclusion criteria, 40 articles remained. Of these, 20 articles were analyzed in depth.

Table 1. Research questions

Research Question	Question Form
RQ1	How is the application of the Whole Language approach in learning Indonesian for grade III elementary school students based on previous research?
RQ2	How effective is the Whole Language approach in improving learning outcomes of grade III elementary school students based on previous research findings?

Table 1 contains the research questions that are the main focus of the Systematic Literature Review study. (SLR) on the implementation of the Whole Language approach in learning Indonesian at the Elementary School level. The data obtained were analyzed descriptively by categorizing the findings based on the effectiveness of the Whole Language implementation in three main aspects, namely reading comprehension, writing skills, and learning motivation. Reading comprehension is measured through the improvement of students' ability to understand the contents of the text and make inferences. Writing skills are assessed based on the development of written expression, vocabulary variation, and sentence structure. Meanwhile, learning motivation is reviewed from the active involvement of students, enthusiasm in reading and writing, and reflections from teachers and students.

RESULTS

After collecting and filtering the data, the researcher found 200 articles published between 2020 and 2025 that discussed the application of whole language to improve Indonesian language learning outcomes. After the inclusion-exclusion process, 20 articles were filtered.

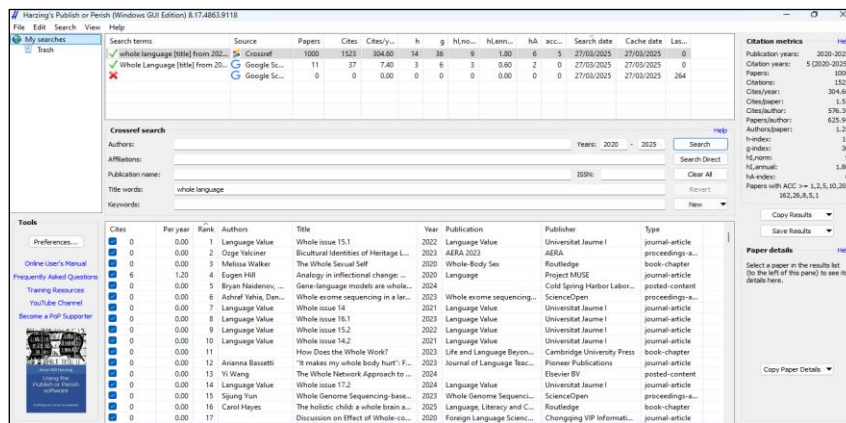


Figure 1. Search results and article collection

Figure 1 shows the search results for the keyword "whole language" using Harzing's Publish or Perish application. After the data collection and selection process was completed, we found twenty articles from various journals that were considered most relevant to the research topic. The following table shows the results of the study.

Table 2. Results of previous study searches related to the whole language approach

Author and Year of Publication	Article Title	Research result
I Ketut Suparya (2021)	Implementation of the Whole Language Approach in Developing Indonesian Language Skills of Elementary School Students	The results show that learning Indonesian in elementary schools includes reading, writing, listening, and speaking skills. The 2013 curriculum has been adjusted to these results. The Whole Language approach in the learning process has been proven to improve student learning outcomes. The average student score increased to 80.25 after being implemented from 76.75 previously.
Aisha (2022)	Implementation of the Whole Language Approach to Improve Students' Reading Skills in Indonesian Language Lessons for Grade IV Students of SD Plus Jabal Rahmah Mulia Medan	Based on classroom action research conducted in two stages, the implementation of the Whole Language approach has been proven to be able to improve the reading skills of fourth grade students of SD Plus Jabal Rahmah Mulia Medan. In the initial stage, only 6 students (44.44%) achieved learning completion, while 8 other students still did not meet the standard. After the intervention was carried out in the second stage, there was a significant increase, with 15 students (88.88%) achieving completion, while the number of students who did not meet the standard decreased to 3 students (16.66%). These results indicate that the Whole Language approach plays a role in increasing the effectiveness of reading learning in the classroom.
Raihana Nurul Syahidah, Mochammad Ramdan Samadi, Ani Sri Mulyani, Subiyono (2024)	The Influence of the Whole Language Approach on the Learning Achievement of Grade IV Students at SDN 022 Cicadas, Bandung City in the Indonesian Language Subject	The results of this study indicate that the implementation of the Whole Language approach has a higher effectiveness in improving student learning outcomes compared to conventional learning methods. This approach not only deepens students' understanding of the teaching material, but also encourages their active involvement and participation during the learning process. This finding confirms that innovation in teaching methods plays an important role in improving the quality of academic achievement.
Yusnidar, Muhammad Bakri, Vivit Angreani (2023)	The Influence of the Whole Language Approach on the Writing Learning Experience of Grade IV Students of SD Inpres Bertingkat Butung, Makassar City	Based on these findings, it can be concluded that the study successfully demonstrated the effectiveness of the Whole Language approach in improving students' writing skills. The increase in average scores before and after treatment proves that the learning model used is able to support writing learning more effectively.
The film stars Muhammad Rusadi Letasado, Ida Bagus Putrayasa, I	The Influence of the Advance Organizer Model with a Whole Language Approach Assisted by Illustrated Story Media on	The results of this study indicate that the application of the Advance Organizer learning model with the Whole Language approach supported by illustrated story media has a positive impact on improving the quality of

Nyoman Sudiana (2024)	Indonesian Language Learning Outcomes in Elementary Schools	Indonesian language learning outcomes in elementary school students.
Cindy Erra Agustin, Agung Setyawan (2023)	Efforts to Improve Students' Reading Skills by Using the Whole Language Approach in Grade 1 Students of SDN Tanjung Jati 2	The results showed that first grade students at SDN Tanjung Jati 2, Kamal District, Bangkalan Regency, had acquired better reading skills. Based on these findings, it can be concluded that the implementation of the Whole Language approach in learning Indonesian is able to improve students' reading skills effectively. In the first cycle, only 30% of students achieved the Minimum Completion Criteria (KKM), while in the second cycle, the figure increased to 78%.
Rizki Ramadan, M Iqbal Arrosyad, Hevitria (2024)	The Influence of Whole Language Learning Method on Writing Skills in Indonesian Language Subject in Grade IV of SDN 52 Pangkalpinang.	According to the research results, the significance value of the hypothesis (2-tailed) is 0.043, lower than 0.05. This indicates that H_a is accepted, so it can be concluded that the implementation of the all-language learning method has an impact on improving students' writing skills in class IV Indonesian at SD Negeri 52 Pangkalpinang.
Firman Nazarudin, Ahmad Rathomi, Effiyadi Effiyadi (2023)	Implementation of the Whole Language Approach in Indonesian Language Learning for Class VI B at State Elementary School 3 Sambas	The results of the study indicate that the planning of Indonesian language learning with the Whole Language approach in class VI B MIN 3 Sambas has been prepared based on the ASSURE model. Its implementation includes three stages: habituation, experimentation, and repetition. Evaluation is carried out through the preparation of learning outcome plans, data collection and verification, and drawing conclusions for follow-up.
The film stars Muhammad Nuralif and Annisa Putri Permatasari.	Implementation of Whole Language Approach Based on Learning Video to Improve Beginning Reading Skills in Grade III Elementary School Students	The results of the study revealed that the whole language approach with social media is quite effective in marketing products. However, differences in algorithms on each social media platform require optimization of account management so that promotional strategies can run more optimally.
I Made Hendra Sukmayasa, I Nyoman Sudiana, Ni Putu Kusuma Widiastuti (2023)	Training on the Use of the Whole Language Approach in Learning Indonesian in the 21st Century for Elementary School Teachers in Buleleng District	The results of the study show that elementary school teachers in Buleleng District use the Whole Language approach in learning Indonesian in the 21st century optimally. This training provides significant benefits in improving the professional competence of participants, so that they are more skilled in managing effective and innovative learning.
Where is Balista, Mudzanatun, Duwi Nuvitalia (2023)	Implementation of the Whole Language Approach in Indonesian Language Learning Silent Reading Components Using Folk Tales Media	The results of the study showed that although fifth grade students already had good reading skills, their comprehension was still lacking. Before the implementation of the Whole Language approach, students' test results were still low with an average score of 58. After it was implemented, there was an increase, with

		the average score rising to 69 at the second meeting and 80 at the third meeting.
Raudhatul Namiraoh, Muammar Qadri (2024)	An Implementation of the Whole Language Approach to Improve Students' Reading Skills in Indonesian Language Learning for Class IV MIN 4 Langkat	The results of the study showed an increase in the reading skills of grade IV students. In cycle I, the understanding of the text content was 54.8%, the accuracy of the main idea was 56.7%, the sentence structure was 59.6%, spelling and punctuation were 52.9%, and the accuracy of the message content selection was 67.3%. In cycle II, there was an increase with the understanding of the text content reaching 74%, the accuracy of the main idea was 72.1%, the sentence structure was 74%, spelling and punctuation were 84.6%, and the accuracy of the message content selection was 73.1%.
The Antiques of Krisnina Maharani, Mudzanatun, Duwi Nuvitalia (2023)	Implementation of the Whole Language Approach in Learning Indonesian Language Reading Aloud Components with Illustrated Story Media	The results of the study revealed that at the first meeting, without the application of the Whole Language approach, most students still had difficulty in reading aloud. However, after reading aloud exercises with the Whole Language approach were carried out at the third meeting, there was a significant increase in students' reading aloud skills.
Siti Aisyah, Gusti Yarmi, Mohamad Syarif Sumantri, Vina Iasha (2020)	Beginning Reading Ability through the Whole Language Approach in Elementary School	The results of this study indicate a relationship between the application of the Whole Language approach and early reading skills in elementary school students in South Jakarta.
Nazuwa Laili, Intan Andriana Saputri (2024)	Development of Whole Language Based LKPD in Indonesian Language Learning to Improve Reading Skills of Grade 2 Students at Al Alawi Elementary School, Langkat	The results of the questionnaire showed that the implementation of the Whole Language approach with Padlet media received a very positive response from students with a percentage of 82%. Overall, the use of this approach and media was able to increase students' motivation and interest in learning. In addition, all aspects measured had a percentage above 61%, which indicated that this approach and media were effective in learning Indonesian.
The film stars Alessandro Dena, Alessandro Dena, Alessandro Dena (2024)	The Influence of the Whole Language Approach on the Reading Ability of Grade IV Students of SDN Kunciran 3, Tangerang City	The results of the analysis using the Mann Whitney test showed that the Asymp. Sig (2-tailed) value obtained was 0.00, lower than 0.05. Thus, the research hypothesis can be accepted. In other words, students in the experimental and control classes were very different in reading comprehension after the learning was completed. The findings of this study indicate that using the Whole Language approach has a positive effect and helps fourth grade students improve their reading comprehension.
Kasiyanti Kasiyanti, Mudzanatun Mudzanatun,	Literacy Analysis Using the Whole Language Approach of Shared Reading Type on	The results of the study show that Indonesian language learning has implemented the Whole Language approach of the shared reading type, which makes students more enthusiastic in

Diana Endah Handayani (2024)	Grade I Students of SDN Sendangguwo 02 Semarang	listening, reading aloud together, and writing on the board independently without needing to be pointed by the teacher. This reading and writing literacy activity helps students understand the contents of the reading better. In addition, this approach makes learning more active, interactive, and enjoyable, and increases interaction between teachers and students during the learning process.
The story of Melinda Putri Kharismawati, Tri Wahyuni Chasanatun, Soeprijadi Djoko Laksana (2022)	The Influence of the Whole Language Approach on Students' Reading Comprehension Ability	The results of the study showed that the reading comprehension ability of students taught with the Whole Language approach reached 60%, higher than conventional learning which only reached 29%. This comparison is based on the posttest scores of both groups. The results of the t-test showed that the calculated t value (7.525) was greater than the t table (2.006), so H_0 was rejected and H_a was accepted. Thus, it can be concluded that the Whole Language approach has an effect on improving students' reading comprehension abilities.
Ratna Wilis N, Yulia Arfanti (2022)	Development of reading aloud teaching materials using the whole language approach for elementary school students	The results of the assessment of the prototype of reading aloud teaching materials with the Whole Language approach showed a percentage of 93.18% from material experts and 92.7% from teachers. Meanwhile, the product trial on students obtained a result of 80.06%. The overall average of the three assessments was 88.64%, which indicated that the prototype had met the good criteria and was in accordance with the results of the needs analysis and expert assessments.
Apna Tirapani, Muhammad Husni, Yul Alfian Hadi	The Influence of the Implementation of the Whole Language Approach on the Narrative Writing Skills of Class V SDN 1 Suela	Based on data analysis, the t-value obtained is 5.589 which is greater than the t-table of 1.711. This shows that there is a relationship between the implementation of the Whole Language approach and students' writing skills. Therefore, the findings of this study conclude that the Whole Language approach helps students write better stories.

Table 2 shows that the Whole Language approach is widely used in Indonesian language learning in elementary schools, both in reading, writing, speaking, and listening skills. These studies come from various years and are conducted by different researchers, with various methods and implementation focuses. Some studies use this approach purely, while others combine it with learning models such as Advance Organizer, visual media, learning videos, and digital platforms such as Padlet. In addition, there are also studies that highlight teacher training and learning planning based on certain models in order to optimize the Whole Language approach. All of the studies presented in the table provide an overview that this

approach has been widely applied in the context of Indonesian language learning at the elementary level, with a focus on active student involvement and the integration of various supporting media.

DISCUSSION

Implementation of the Whole Language Approach in Learning Indonesian for Elementary School Students Based on Previous Research

The Whole Language approach in learning Indonesian at the elementary school level has received significant attention in the educational literature because of its ability to integrate various language skills, namely listening, speaking, reading, and writing, holistically. This approach emphasizes authentic and meaningful learning, where language skills are taught in contexts that are relevant to students' lives, not as separate skills. Suparya's research shows that the Whole Language approach is in accordance with the principles of the 2013 Curriculum and is able to significantly improve student learning outcomes (Suparya, 2021). This researcher emphasized that this approach not only integrates language skills comprehensively but also encourages students to participate more actively in learning. Aisah in her research implementing Whole Language in reading aloud and reading comprehension activities, reported that after two cycles of classroom action, students' learning completeness increased drastically from 44.44% in the first cycle to 88.88% in the second cycle (Aisah, 2022). This finding indicates that the Whole Language approach can gradually improve students' reading competence.

Further research by Yusnidar et al., confirmed that the Whole Language approach also supports the development of students' writing skills. In their study, it was found that the application of this approach significantly increased the average value of students' writing skills (Yusnidar et al., 2023). The same thing was also reported by Letasado, Putrayasa, and Sudiana (2024), who developed a Whole Language integration model with Advance Organizer assisted by illustrated story media. The results of this study indicate that this integration can further optimize student learning outcomes, as well as demonstrate the flexibility of Whole Language in combination with other learning models. Research by Nuralif et al., revealed that the application of Whole Language to grade III elementary school students using video learning media attracted students' interest to be more active in learning (Nuralif et al., 2023). Although the focus of this study is more on content marketing through social media, it provides an illustration that technology can be used to enrich the Whole Language approach, while attracting students' attention in innovative ways.

The Whole Language implementation model compiled by Nazarudin et al., consists of three main stages: (1) Habituation, which involves the use of authentic texts that are relevant to students' daily lives, (2) Experimentation, where students are given the freedom to be creative in language through discussion activities and reading together, and (3) Repetition, which aims to strengthen language skills through ongoing evaluation (Nazarudin et al., 2023). This model shows that the Whole Language approach allows students to develop language skills contextually and sustainably. Other studies such as those conducted by Balista et al., who used folklore in silent reading activities, also show that this approach is effective in improving students' reading comprehension (Balista et al., 2023). Maharani et al., implemented Whole Language in reading aloud activities with picture stories, which were shown to significantly improve students' reading aloud skills (AK Maharani et al., 2023). Laili and Saputri developed Whole Language-based LKPD using Padlet media, which not only improves students' reading skills but also fosters their learning motivation (Laili & Saputri, 2024). This study shows that technology-based learning media can provide added value in the implementation of Whole Language.

Kasiyanti et al., (2024). in their research on shared reading in grade I students showed that shared reading and independent writing activities can increase students' active participation and strengthen interactions between teachers and students. This finding is in line with the research of Wilis N and Arfanti who developed reading aloud teaching materials based on Whole Language (N & Arfanti, 2022). This study shows that the teaching materials, which have been validated by experts and teachers, are suitable for use to improve students' reading aloud skills. Meanwhile, Tirapani et al., reported that the application of Whole Language in narrative writing skills in grade V students produced more structured and quality writing compared to conventional methods (Tirapani et al., 2020).

Overall, various studies show that the Whole Language approach can be implemented through various learning strategies, such as reading aloud, silent reading, shared reading, and narrative writing. This approach also allows integration with appropriate technology and learning media, which can enrich students' learning experiences. The integration of theory and practice in this approach makes it very relevant and applicable for the development of students' comprehensive literacy. By using this approach, teachers can create a contextual and immersive learning environment, where language skills are taught in an integrated manner and in accordance with students' daily needs and lives. However, the challenges faced by teachers in implementing Whole Language are limited resources, both in the form of training and appropriate learning media. However, with good planning and high commitment, this approach

can be implemented effectively to improve the quality of Indonesian language learning in elementary schools. Thus, Whole Language not only supports the improvement of students' language skills, but also contributes to the development of more contextual and comprehensive basic literacy.

The Effectiveness of the Whole Language Approach in Improving Elementary School Students' Learning Outcomes Based on Previous Research Findings

The results of various studies show that the implementation of Whole Language has a positive impact, but the success of this method is highly dependent on the classroom context and teacher readiness. Therefore, it is important to consider classroom conditions, including factors such as students' initial literacy levels and technology readiness in schools, so that the implementation of Whole Language can run effectively. The Whole Language approach has been proven effective in improving elementary school students' Indonesian language learning outcomes, as stated in various previous studies. Suparya's research showed an increase in students' average scores from 76.75 to 80.25 after implementing this approach (Suparya, 2021). Meanwhile, Aisyah et al. reported an increase in students' learning completeness from 44.44% to 88.88%, indicating that the Whole Language approach can gradually improve students' understanding (Aisyah et al., 2020). Raihana Syahidah et al., emphasized that this approach is more effective than conventional methods in increasing students' active involvement in learning, which not only impacts learning outcomes but also student participation (Syahidah et al., 2024).

Yusnidar et al.'s research also proved that the Whole Language approach contributed to improving students' writing skills, as reflected in the increase in average scores before and after implementing this method (Yusnidar et al., 2023). In addition, Letasado et al.'s research showed that the combination of the Whole Language approach with the Advance Organizer model assisted by picture story media can significantly improve student learning outcomes, superior to conventional methods (Letasado et al., 2024). In another study, Cindy Erra Agustin & Agung Setyawan (2023) found that the use of the Whole Language approach in grade I elementary school students succeeded in improving students' reading skills, from only 30% achieving the KKM in the first cycle to 78% in the second cycle (Agustin & Setyawan, 2023). Ramadan et al. also noted a positive effect on the writing skills of grade IV elementary school students, with the results of the hypothesis test showing a significance value of 0.043 ($p < 0.05$) (Ramadan et al., 2024). Nazarudin et al.'s research revealed that this approach can be applied at various levels of elementary education, including grade VI, with adequate results (Nazarudin

et al., 2023). Although there is no research that specifically discusses the effectiveness of Whole Language in grade III of elementary school, findings from research in grades I and IV show a positive trend in improving reading and writing skills. Thus, the implementation of this approach in elementary schools can be expected to provide similar results, especially in improving students' basic literacy.

Furthermore, research by Sukmayasa et al., showed that the application of Whole Language in Silent Reading increased students' reading comprehension from 58 to 80 in three meetings (Sukmayasa et al., 2023). Maharani et al., also noted a significant increase in reading aloud skills after implementing this approach (AK Maharani et al., 2023). Namiraoh & Qadri reported an increase in reading comprehension of fourth grade students, with a jump in text content comprehension from 54.8% to 74% in the second cycle (Namiraoh & Qadri, 2024). In addition, research by Laili & Saputri showed that the Whole Language approach can increase students' motivation and interest in learning, with a positive response rate reaching 82% (Laili & Saputri, 2024). This indicates that the application of this method not only affects improving reading skills, but also students' learning motivation.

Denabila et al., added that the application of Whole Language to fourth grade elementary school students resulted in a significant increase in reading comprehension compared to the control group, with a statistically significant difference (Denabila et al., 2024). Kharismawati et al., also showed that this approach increased students' reading comprehension by up to 60%, much higher than the conventional method which only reached 29% (Kharismawati et al., 2022). The results of the t-test showed that Whole Language was more effective in improving reading comprehension. In addition, Tirapani et al., confirmed that the Whole Language approach had a positive effect on the narrative writing skills of fifth grade students, as evidenced by the results of statistical tests showing significant differences between the experimental and control groups (Tirapani et al., 2020).

This study makes an important contribution by confirming the effectiveness of the Whole Language approach in the context of Indonesian language learning in elementary schools, especially with the integration of more sophisticated media and technology. This finding fills the gap in previous studies that have not discussed in depth the application of digital media in supporting Whole Language-based learning. Overall, the findings from these various studies indicate that the Whole Language approach can be applied effectively in Indonesian language learning in elementary schools, both in improving reading, writing skills, and overall language comprehension. This approach not only improves learning outcomes but is also able to increase students' active involvement, which is an important indicator of learning success. Thus, the

Whole Language approach shows great potential in improving the quality of learning in elementary schools, especially in teaching Indonesian.

Recommendations for Implementing the Whole Language Approach Based on Previous Research Results

Based on the findings of various studies, several recommendations can be made to improve the effectiveness of the implementation of the Whole Language approach in learning Indonesian in elementary schools. Most studies show the importance of intensive training for teachers to ensure proper understanding and implementation of this approach. For example, research by Yulianti et al., emphasizes the importance of improving teacher skills in using interesting learning media, such as picture stories and interactive applications, which can significantly increase student engagement (Yulianti et al., 2024). This is in line with the findings by Amanda, which show that the use of visual media in learning can increase student motivation and understanding in learning Indonesian (Amanda, 2024).

However, the biggest challenge faced by teachers is the adaptation of a more individualized Whole Language approach. A study by Almujab showed that the main difficulty in implementing this approach is the lack of resources to adapt learning materials to each student's ability level (Almujab, 2023). Therefore, it is important for schools to provide further training and adequate resources to support individualized teaching. This can be strengthened by the reinforcement of collaborative learning, which Maharani's research shows is an important factor in helping students develop their social and language skills (A. Maharani, 2020).

Continuous evaluation and reflection, as suggested by several studies, are also crucial elements in ensuring the effectiveness of the Whole Language approach. Research by Andayani and Madani revealed that the use of formative assessments, such as observations and portfolios, is very useful in providing constructive feedback to students and improving the learning process (Andayani & Madani, 2023). This supports previous findings by Arta who suggested the use of process-based evaluation to assess student development more holistically (Arta, 2024). Meanwhile, parental involvement also emerged as a very important supporting factor. Research by Aryani and Purnomo showed that activities such as reading with children at home can strengthen learning outcomes obtained at school, which of course creates a synergistic relationship between formal and informal education (Aryani & Purnomo, 2023).

CONCLUSION

Based on the review of various previous studies, the Whole Language approach has proven effective in improving elementary school students' language skills, especially in learning Indonesian. This approach integrates reading, writing, speaking, and listening skills comprehensively and contextually, which allows for more meaningful learning by linking language to students' experiences. The application of this method, including shared reading activities, independent reading, reading aloud, and the use of digital media and technology-based teaching materials, shows its flexibility in adapting to the needs of students.

The findings of this study not only show an increase in student learning outcomes, but also encourage active participation and build motivation and interest in learning. The implications of these findings provide a strong basis for teachers and policy makers to consider Whole Language as an alternative in designing a more holistic Indonesian language learning strategy. However, this study has limitations in the scope of sources and contexts studied, so further research is still needed to enrich the understanding of the implementation of Whole Language in various elementary school contexts.

RECOMMENDATIONS

Research suggests that intensive training is essential for teachers to understand and implement this approach effectively. The training should focus on the use of engaging learning media, such as illustrated stories and digital applications, to increase student engagement. In addition, research exploring the adaptation of the Whole Language approach in more diverse contexts, including differences in students' early literacy levels and school technology readiness, is needed to understand the factors that influence successful implementation. To explore the integration of this approach with learning strategies, such as collaborative learning and process-based assessment, to improve learning outcomes holistically. Future research is expected to provide deeper insights into the effectiveness and flexibility of the Whole Language approach in diverse educational contexts.

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