

DEVELOPING AN ELECTRONIC INDONESIAN LANGUAGE LEARNING MODULE BASED ON THERAPEUTIC COMMUNICATION FOR NURSING STUDENTS

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Abstract

Digital transformation in higher education requires innovative learning resources that support professional competencies and contextual learning experiences. In nursing education, Indonesian language learning contributes to the development of communication competence, particularly therapeutic communication skills required in healthcare practice. However, existing learning materials remain focused on general academic competencies and provide limited integration with professional communication contexts. This study aimed to develop an electronic Indonesian language learning module based on therapeutic communication for nursing students. The study employed a Research and Development approach using the Four D model consisting of Define, Design, Develop, and Disseminate stages. This paper focuses on the preliminary stages involving needs analysis and product design. Data were collected through questionnaires, interviews, observations, and curriculum analysis involving nursing students and lecturers from two higher education institutions in West Sumatra, Indonesia. The findings indicate the need for contextual, interactive, and digitally accessible learning materials that support communication competence in nursing education. Based on these findings, an electronic learning module was designed to integrate language learning with therapeutic communication practices and digital learning features. The proposed module is expected to provide an alternative instructional approach that supports contextual language learning and strengthens communication competence in nursing education.

Keywords: electronic learning module; therapeutic communication; Indonesian language learning; nursing education; digital learning

Introduction

The rapid advancement of digital technology has transformed higher education and encouraged institutions to redesign learning practices that are more adaptive, contextual, and responsive to professional competencies. Digital learning environments have increasingly become important in supporting independent learning, improving accessibility, and strengthening students' engagement in academic activities.

In nursing education, communication competence represents an essential professional skill that supports effective interaction in healthcare services. Nursing students are expected not only to master scientific knowledge but also to develop communication abilities that enable therapeutic and patient-centered interactions. One important communication competence required in nursing practice is therapeutic communication, which facilitates trust building, emotional support, and effective care delivery.

Indonesian language learning in higher education serves as a compulsory course intended to strengthen students' academic communication competence. However, current instructional materials remain predominantly focused on general academic literacy and have not adequately integrated professional communication contexts relevant to nursing education. As a result, students often experience difficulties connecting language learning with communication practices needed in healthcare environments.

Preliminary observations also indicate that learning materials are still dominated by theoretical content, while digital and contextual learning resources remain limited. Therefore, developing instructional materials that integrate language learning, therapeutic communication, and digital learning approaches becomes increasingly necessary.

Based on these conditions, this study addresses the following research questions. First, what learning needs are identified among nursing students and lecturers regarding Indonesian language learning integrated with therapeutic communication. Second, how can an electronic Indonesian language learning module be designed to support communication competence in nursing education.

Accordingly, this study aims to identify learning needs and develop a conceptual design of an electronic Indonesian language learning module based on therapeutic communication for nursing students.

This study is expected to contribute to the development of contextual language learning, support digital transformation in higher education, and provide an alternative instructional approach to strengthening communication competence in nursing education.

Method

This study employed a Research and Development approach to develop an electronic Indonesian language learning module based on therapeutic communication for nursing students. The study adopted the Four D development model proposed by Thiagarajan, Semmel, and Semmel, consisting of Define, Design, Develop, and Disseminate stages. This paper focuses on the preliminary stages of development, namely Define and Design, which emphasize identifying learning needs and formulating the initial product design.

The study was conducted at two higher education institutions in West Sumatra, Indonesia, namely Universitas Perintis Indonesia and Universitas Muhammadiyah Sumatera Barat. The research subjects involved nursing students and lecturers responsible for Indonesian language courses.

Participants involved in this preliminary stage consisted of nursing students and lecturers selected purposively according to research objectives. Participants were included to provide information regarding learning experiences, instructional needs, communication competence expectations, and preferences toward digital learning materials.

Data collection procedures were conducted through questionnaires, interviews, observations, and curriculum document analysis. Questionnaires were distributed to obtain information regarding current learning conditions, communication needs, digital learning preferences, and expectations toward instructional materials. Semi structured interviews were conducted to strengthen findings obtained from questionnaire responses.

The research instruments consisted of student needs analysis questionnaires, lecturer needs analysis questionnaires, interview guidelines, observation sheets, and curriculum analysis forms. The

instruments were developed based on indicators related to language learning, therapeutic communication, digital learning, and instructional relevance.

Data were analyzed using descriptive analysis techniques. Quantitative data obtained from questionnaires were summarized and interpreted to identify dominant learning needs, while qualitative data from interviews and observations were analyzed through data reduction, categorization, and interpretation.

The research procedure consisted of four stages. The Define stage included needs analysis, curriculum review, and identification of instructional problems. The Design stage focused on developing the conceptual structure and content of the electronic module. The Develop and Disseminate stages are planned for subsequent implementation and evaluation of the developed product.

The output of this stage was an initial conceptual design of an electronic Indonesian language learning module intended to support contextual and technology enhanced learning in nursing education.

Findings & Discussion

This section presents findings obtained during the preliminary stages of development and discusses their implications for designing an electronic Indonesian language learning module based on therapeutic communication.

The findings are organized according to the research questions concerning learning needs and instructional design.

Students' Needs Analysis

The first research question investigated the learning needs of nursing students regarding Indonesian language learning integrated with therapeutic communication. The findings indicate that current Indonesian language learning remains largely focused on academic

language competence and has not sufficiently supported communication practices required in nursing education. Students reported difficulties in connecting language learning activities with real healthcare communication contexts.

Students expressed expectations for learning resources that provide practical communication activities, contextual learning experiences, and digital accessibility. Interactive learning activities and opportunities to practice communication in healthcare situations were identified as important components of future learning materials.

These findings indicate that language learning in nursing education should move beyond conventional literacy instruction and incorporate professional communication competencies. The findings support the argument that learning materials become more meaningful when aligned with learners' future professional environments. This interpretation is consistent with previous perspectives emphasizing contextual and learner centered instructional development.

Lecturers' Needs Analysis

The second finding concerns lecturers' perceptions of current Indonesian language learning implementation.

Lecturers indicated that available teaching materials remain general and have limited integration with nursing communication competence. Existing learning resources were considered insufficient to support professional communication preparation.

Lecturers highlighted the importance of introducing therapeutic communication through language learning to increase students' readiness for healthcare interaction.

The findings suggest that integrating therapeutic communication into language instruction may increase instructional relevance and improve alignment between

curriculum expectations and professional competencies.

This finding reinforces previous studies indicating that communication competence should be developed across learning experiences rather than taught as isolated content.

Curriculum and Content Analysis

Curriculum analysis demonstrated that Indonesian language learning is expected to support students' academic and professional communication competence.

However, existing instructional materials showed limited contextualization within nursing education.

The analysis identified four major instructional priorities:

1. Integration of therapeutic communication.
2. Alignment with learning outcomes.
3. Development of contextual learning activities.
4. Expansion of digital learning opportunities.

These findings indicate that curriculum implementation requires instructional materials capable of translating learning outcomes into authentic learning experiences.

Design of the Electronic Learning Module

Based on the findings obtained during the Define stage, an electronic Indonesian language learning module was designed.

The module integrates language competence with therapeutic communication practices and digital learning features.

Table 1. Structure of the Electronic

Component	Description
Preliminary Section	Learning objectives, module guidance, concept map
Learning Section	Language materials, therapeutic scenarios, activities
Reflection Section	Reflection and independent learning
Evaluation Section	Learning assessment

The proposed module emphasizes contextual learning and professional communication practice. The design also incorporates:

- a) digital accessibility;
- b) interactive learning activities;
- c) communication scenarios;
- d) reflective learning processes;
- e) independent learning support.

The design was developed to respond directly to instructional needs identified during the analysis stage.

To provide a clearer illustration of the development process, the framework used in this study is presented in Figure 1.

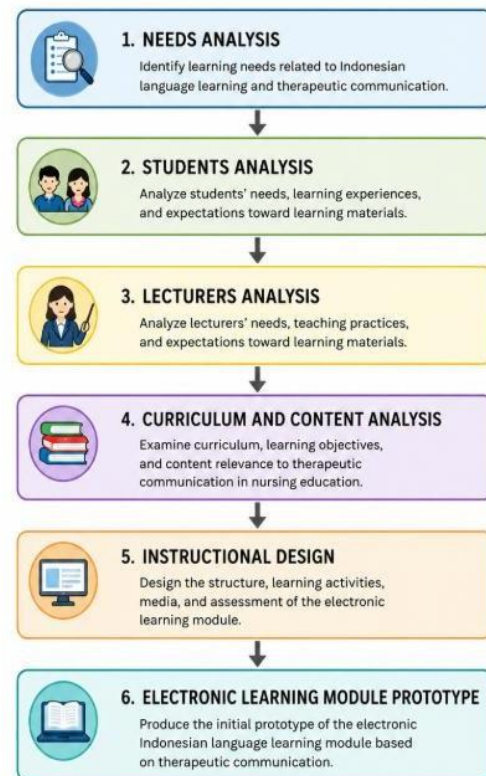


Figure 1. Research Framework of Electronic Indonesian Language Learning Module Development

The development framework shown in Figure 1 illustrates the systematic process used to identify instructional needs and formulate the conceptual design of the electronic learning module.

Table 2. Summary of Students' and Lecturers' Needs Analysis Findings

Aspect	Students	Lecturers
Learning Context	Need contextual learning	Need profession oriented learning
Communication	Need therapeutic communication practice	Need communication integration
Learning Resources	Need electronic learning materials	Need flexible instructional materials
Expected Product	Interactive module	Digital instructional support

As presented in Table 2, both students and lecturers emphasized the importance of integrating communication competence, contextual learning, and digital accessibility into Indonesian language learning for nursing education.

Discussion

The findings demonstrate that Indonesian language learning in nursing education requires a broader instructional orientation that integrates language competence with professional communication.

The study contributes to existing language learning practices by proposing a contextual and digitally supported instructional model specifically designed for nursing students.

Unlike conventional Indonesian language instructional materials that primarily emphasize academic literacy, the proposed design introduces therapeutic communication as a contextual learning environment.

This study extends current understanding of language learning by suggesting that communication competence may be strengthened through interdisciplinary

integration between language education and nursing education.

Therefore, the proposed electronic module may provide an alternative instructional framework that supports communication development, contextual learning, and digital transformation in higher education.

Conclusions

This study was conducted to address the need for more contextual and professionally relevant Indonesian language learning in nursing education. The findings indicate that current instructional practices remain predominantly focused on general academic language competencies and have not fully accommodated communication requirements in healthcare settings. As a result, opportunities for students to develop professional communication competence through language learning remain limited.

The findings from the needs analysis revealed that both nursing students and lecturers expect learning resources that are more contextual, interactive, and digitally accessible. Students emphasized the importance of instructional materials that allow them to connect language learning with real communication situations encountered in nursing practice. Lecturers also highlighted that communication competence should not be developed separately from academic learning but integrated across learning experiences to improve relevance and professional readiness.

This study demonstrated that integrating therapeutic communication into Indonesian language learning may provide an alternative approach for strengthening communication competence among nursing students. Therapeutic communication was positioned not only as learning content but also as a contextual learning environment that supports meaningful language use and reflective learning experiences.

Based on these findings, an electronic Indonesian language learning module was conceptually designed by integrating language competence, therapeutic communication practices, contextual scenarios, digital accessibility, and independent learning support. The proposed design expands the function of language learning beyond conventional literacy instruction and encourages students to apply communication skills within professional healthcare contexts.

The contribution of this study lies in proposing a contextual and technology supported instructional framework that connects language education with professional competency development in nursing education. This approach supports current educational transformation initiatives emphasizing flexible and student centered learning environments. Future studies may continue subsequent development stages through expert validation, implementation, and effectiveness evaluation to determine the impact of the developed module on communication competence and learning outcomes.

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