The implementation of EDDU as a source of ideas for digital German language teaching

Implementasi EDDU sebagai sumber materi pembelajaran bahasa Jerman digital

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KEYWORDS	ABSTRACT
EDDU, multimedia, German Language, *DaF*	In the industrial revolution 4.0 era, digital media is an important instrument in all aspects, including in the field of education. Twenty first century teachers are required to have the abilities and skills to implement media, including digital media. This study aims to provide information for German teachers and find out their perceptions of the use of *Erfolgreich Digital Deutsch Unterrichten* (EDDU) media in the learning process. EDDU is an internet-based digital media in the form of learning package, containing materials and learning steps such as games or quizzes. This study implemented a qualitative approach. Data were collected through observations, Forum Group Discussion (FGD), and questionnaires, resulting in qualitative and quantitative data that were described descriptively. The study involved German teachers in Malang, Indonesia. The results of the study indicates that EDDU can be used as a multimedia alternative. It offers teaching ideas and materials that can help teachers to prepare their lessons and present the materials. By using EDDU, German teachers are able to improve the convenience in their teaching. EDDU is shown to have adapted to Indonesian high schools' syllabus. The provided materials support the online teaching and learning process and the activities inspired through EDDU can make their classes more active and attractive.

KATA KUNCI	ABSTRAK
EDDU, multimedia, bahasa Jerman, *DaF*	Di era revolusi industri 4.0, media digital merupakan instrumen penting dalam segala aspek, termasuk dalam bidang pendidikan. Oleh karena itu, guru abad 21 dituntut untuk memiliki kemampuan dan kecakapan dalam memanfaatkan media, termasuk media digital. Penelitian ini bertujuan untuk memberikan informasi kepada guru bahasa Jerman dan mengetahui persepsi mereka terhadap penggunaan media digital *Erfolgreich Digital Deutsch Unterrichten* (EDDU) dalam pembelajaran. EDDU merupakan media berbasis internet berupa paket pembelajaran yang berisi materi dan langkah-langkah pembelajaran dalam bentuk permainan atau kuis. Penelitian ini menggunakan pendekatan kualitatif. Pengumpulan datanya menggunakan observasi, FGD, dan angket yang menghasilkan data kualitatif dan kuantitatif, serta dipaparkan secara deskriptif. Sumber datanya adalah guru bahasa Jerman di Malang, Indonesia. Studi ini menunjukkan bahwa media EDDU dapat digunakan sebagai alternatif multimedia. EDDU menawarkan ide mengajar dan materi-materi yang dapat membantu guru menyiapkan pembelajaran dan menyampaikan materi. Dengan menggunakan EDDU, guru bahasa Jerman mendapatkan kemudahan dalam mengajar. Materi dalam EDDU sesuai dengan silabus Sekolah Menengah Atas atau Madrasah Aliyah. Materi yang diberikan mendukung pembelajaran online, dan kegiatan dengan menggunakan EDDU dapat membuat kelas lebih aktif dan menarik.

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Introduction

One of the essential elements to face the digital era of the 21st century is the teacher. Teachers have a central role in the world of education, not only as transmitters of knowledge but also as learning facilitators in teaching and learning activities. Thus, teachers are required to be creative, innovative, and to continuously develop their competencies, both pedagogical and professional competencies (Andriani, 2010; Kudriyah, 2008; Notanubun, 2019; Schart & Legutke, 2014; Triyono, 2012; Widyaningrum et al., 2019). Besides, some skills can support teacher competencies in the 21st century, namely information, media, and technology skills. These skills are referred to as *Medienkompetenz* or media competence (Rösler & Würfel, 2014). These skills are very relevant to current conditions, namely the era of the industrial revolution 4.0. The era of the industrial revolution 4.0 is an era in which digital media is an important instrument in all aspects, e.g., aspects of business, government, social activities, and of course, in the field of education or the learning process.

German is one of the foreign language subjects that are learned in Indonesia besides English, from the level of Senior High School (SMA)/Madrasah Aliyah (MA) to Higher Education (Kudriyah, 2008). In the German language learning curriculum at SMA/ MA, students have to be proficient in four language skills: listening, speaking, reading, and writing (*GER*, 2003; KEMDIKBUD, 2013). As an effort to respond to the demands of the curriculum and the success of learning German in high schools in the 21st century, teachers have to be good at managing their learning according to the needs and demands of 21st century learning and also according to the competencies that are needed to be achieved in the curriculum. Also, teachers have to pay attention in selecting appropriate learning materials and methods because the success of learning lies in the teacher's mastery of learning materials and methods (Kudriyah, 2008). Teachers also have to encourage students to be active in learning German by using various potentials, available, and needed media, e.g., digital media that is close to student's life, so that all students can be actively involved in learning German.

Nowadays, digital media is a preferred alternative which is often used by the teachers in the learning process, including learning the German language. In the context of language learning, media is a tool that carries content (material), assignments, etc., to support the acquisition of language knowledge and skills. In contrast, digital media is electronic media that operates using digital codes (Rösler & Würfel, 2014). Besides, there is also multimedia, a term that is used to describe the combination of two or more media in text, images, graphics, audio, video, and animation on computer-based software or specific applications (Dovedan et al., 2002; Gilakjani, 2012; Nobre, 2018; Pun, 2014; Zaim, 2016). Multimedia has a crucial role in the language learning process, namely as a learning aid, learning materials, assessment instruments, and tools for generating ideas (Zaim, 2016). In addition, multimedia has many advantages, such as being able to improve students' understanding in learning, improve critical thinking skills, increase interest and motivation, focus on learner (learner centered) and provide accurate and actual information (Asyhar, 2012; Dovedan et al., 2002; Erizar et al., 2019; Gilakjani, 2012; Nobre, 2018; Pun, 2014; Sudjana & Rivai, 2007; Tjakrawadhana, 2017).

Due to the important role and benefits of multimedia, German teachers need to use it so that German learning can be more optimal. In fact, German teachers still have difficulties in using digital media in learning. They also often lack ideas in teaching due to the limited German language learning materials. Therefore, teachers need guidance to prepare the materials and use multimedia in learning. Their learning would be more diverse and enjoyable for all students, for instance, by using *Erfolgeich*

Digital Deutsch Unterrichten (EDDU) multimedia. EDDU is a learning package containing material and learning steps in games or quizzes and is internet-based (Goethe Institut).

Studies on multimedia in learning related to teacher competencies have been carried out both abroad and domestically. In Portugal, Nobre studied the use of multimedia Web 2.0. The results of his study show that the use of multimedia is suitable for oral and written communication exercises and their evaluation in online learning. The use of multimedia technology allows active and autonomous learning, focuses on students, and adjusts to individual learning speed. This ability encourages the development of communication competencies, both oral and written (Nobre, 2018). In Nepal, multimedia could improve language skills practically (Pun, 2014). The use of multimedia effectively leads to the better language skills. Following these previous studies, this study focuses on the use of multimedia in the learning process. It is also based on online learning, primarily due to the COVID-19 pandemic, which has caused learning at all levels, to be held virtually.

Meanwhile, for learning process in Indonesia both online and offline learning, Erizar et. al (2019) showed the results of their study that multimedia in language learning is effective. Multimedia in learning can: (a) help teachers present materials, (b) encourage teachers and students to have a good learning environment, and (c) facilitate teachers in evaluating student achievement during the teaching and learning process (Erizar et al., 2019). The three study results mentioned above empirically examine the use of multimedia technology in foreign language learning, just like this study. However, the study was in learning English, while this study focused on German as a foreign language/ *Deutsch als Fremdsprache (DaF)* learning.

In the context of learning German, Tjakrawardhana (2017) examined the use of multimedia videos. The study shows that videos can increase motivation to learn German and increase German culture knowledge (Tjakrawadhana, 2017). Also, there are studies on the use of multimedia by Hana (2019) and Saputri (2018). Hana (2019) used *Quizziz* multimedia, while Saputri (2018) used *Schlangenleiter* as a digital media. Both are proven effective and can improve high school students' grammar mastery skills. Those studies applied multimedia to students and examined the level of effectiveness of the multimedia used in learning. Meanwhile, in this study, the data source was German teachers. This study aims to inform German teachers about the use of *EDDU* and find out their perceptions of it in planning German teaching. Based on the preliminary research, *EDDU* is a new multimedia for German teachers in Malang. The level of media effectiveness for learners in the class was not tested in this study because the use of media was still a simulation between teachers. It is not yet practically applied in the classroom, because this digital media is relatively new in the German as a foreign language in Indonesia or *Indonesischen DaF* context

Method

In this study, the author used a qualitative approach to collect the quantitative data and describe them descriptively. The study was conducted on August 22nd at SMAN 2 Malang and September 7th, 2020, at the Faculty of Letters, Universitas Negeri Malang (State University of Malang). Both were series of workshops on "the use of EDDU multimedia in German language learning" by the German Language Teachers Association (IGBJI) in Malang. The data are the workshop activities on EDDU media use in German language learning and teachers' perceptions about this media. The data source is 12 German teachers who are members of the German-MGMP or German Language Teacher Working Group in Malang.

The data were collected through observation, Forum Group Discussion (FGD), and questionnaires. The observation technique was used to collect the data of workshops activities e.g, the process of creating RPP or lesson plan which contains materials or teaching ideas from EDDU by teachers and its application during simulation by them. The result of the observation aimed to know whether teachers understand the concept of EDDU and they can use it in the learning process (through simulation) in a proper way and context. Teacher's opinion about that were collected through Forum Group Diskussion. In addition, a questionnaire was used to collect the data of teacher's perception about EDDU media use in the learning process.

The data collection procedure was carried out for two meetings. At the first meeting, the teams delivered a socialization/ introduction to the EDDU concept. There was assistance in preparing RPP (Lesson Plan) by utilizing material on the *EDDU*. In the second meeting, there were three main activities. Firstly, the teachers in groups worked teaching simulations using EDDU based on the lesson plans prepared. Then they ran discussions (FGD), and lastly, they filled out the questionnaire. The five questions in the questionnaire are as follows:

Table 1. Questionnaire of teacher's perception about EDDU

Nr.	Questions	4	3	2	1
1.	Do presented materials in *EDDU* help you to prepare online learning?				
2.	Do presented materials in *EDDU* appropriate with materials in the German syllabus of High School?				
3.	Do the used media in EDDU support the current needs of online learning?				
4.	Do you intend to use materials from EDDU in your class?				
5.	Is the training using EDDU in online learning applicable in your class?				

After all, the collected data were analyzed to answer the objectives of the study. A content analysis technique was used to analyze the data. It was sorted into components that show the same aspects, that is, the use of EDDU media in German Language lessonby teachers and their perception about EDDU media. It was also supported by the analysis result of scoring data from the questionnaire.The scoring criteria are based on a Likert scale with a weighted score: Strongly Agree = 4; Agree = 3; Disagree = 2; Strongly Disagree = 1. As a final step, all the results of the analysis were described descriptively

Finding and Discussion

The workshop at the first meeting took place for a day at SMAN 2 Malang. There were 12 teachers who are members of the German-MGMP in Malang attended this activity. The activity began with a discussion about multimedia for online learning, and then one of the authors (as a tutor) introduced EDDU. After that, the participants prepared a lesson plan (RPP) by utilizing the material from *EDDU*. The activities of making lesson plans using *EDDU* materials were carried out in groups so that the participants could discuss and exchange ideas. Besides, assistance was also provided by one of the authors as a tutor to make it easier for teachers if they have any difficulties.

The second workshop was held at the Faculty of Letters, Universitas Negeri Malang. There were 12 teachers who previously participated in the first workshop. In this second workshop activity, the participants were asked to conduct teaching

simulations based on the lesson plans designed in the last session. In contrast, the other participants played the role of learners. After the simulation activity, discussions and feedback were provided from participants and tutors.

The observation results showed that teachers knew the concept of EDDU as learning media. They were able to use EDDU media. It can be seen from the way they prepared the lesson plan using materials and teaching ideas from EDDU media and then applied it in the learning proses (through simulation). They were able to use features in EDDU media and combined it with the learning activity they had prepared in the lesson plan.

From the FGD results, it was found that all participants were able to choose materials and multimedia according to their individual needs. The participants could also make variations in the use of multimedia based on the ideas that were offered in EDDU. They could also combine the help of some multimedia and social media that were known and provided by EDDU.

At the end of the activity, the participants were asked to fill out a Google form questionnaire prepared by the authors. Table 2 shows the results of the questionnaire.

Table 2. Analysis of the questionnaire of teacher's perception about EDDU

Nr.	Questions	Strongly agree	Agree	Disagree	Strongly disagree	Percentage
		4	3	2	1	
1.	Do presented materials in *EDDU* help you to prepare online learning?	48	-	-	-	100%
2.	Are presented materials in *EDDU* appropriate with materials in the German syllabus of High School?	48	-	-	-	100%
3.	Do the used media in EDDU support the current needs of online learning?	48	-	-	-	100%
4.	Do you intend to use materials from EDDU in your class?	48	-	-	-	100%
5.	Is the training using EDDU in online learning applicable in your class?	48	-	-	-	100%
Total respondents: 12						

Teaching Ideas through EDDU

Erfolgreich Digital Deutsch Unterricht (EDDU) is a multimedia containing materials and ideas for learning scenarios that intend to assist German teachers in preparing their learning in the class. Like other multimedia, EDDU combines several media into a product with various features. EDDU was a project of Goethe Institute Thailand to facilitate German learners in Thailand who prefer to be digital. The teaching team there has an idea related to digital learning. Many learning ideas can be put into practice by using a variety of digital tools, such as chatting applications, digital texts, and/or videos.

To use EDDU multimedia, teachers need to enter the main page of EDDU at Goethe Institut's website https://www.goethe.de/ins/th/de/spr/unt/kum/ddu.html. The main page is shown in Figure 1.
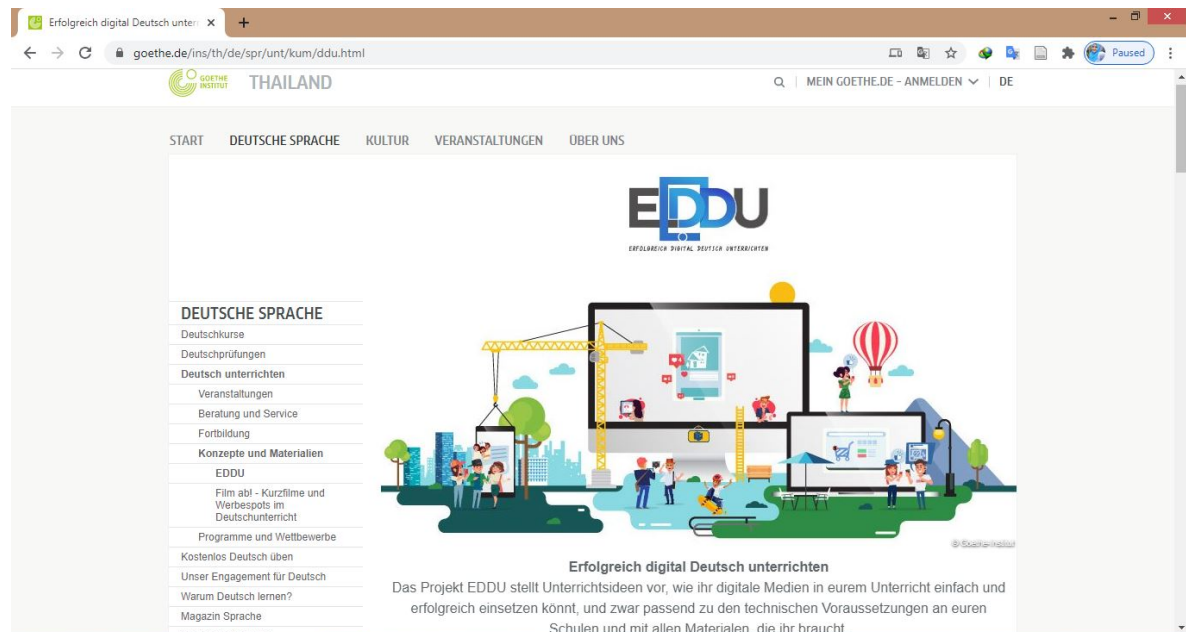
Figure 1. The main page of *EDDU*

There are three main features in that page, namely *Unterrichtsideen zum Thema...,* *Digitale Rituale zum Thema...,* and *Unterrichtsideen mit dem Tool.*
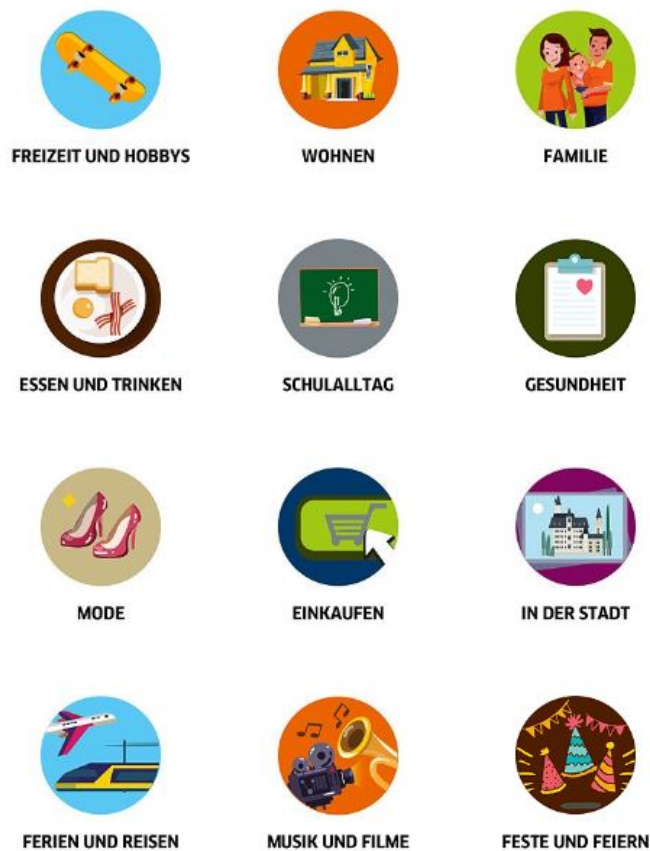

Figure 2. Features of Unterrichtsideen zum Thema

Unterrichtsideen zum Thema ... or "Learning Ideas for Themes .." contains some features of materials and theme-based learning ideas that are under material on the

levels A1 and A2 based on CEFR standards and the German language syllabus in SMA / MA (*GER*, 2003; KEMDIKBUD, 2013). This is the level for beginner. On these levels, the students learn diverse daily life themes, such as hobbies, houses, family, foods and drinks, school activities, health, fashion, shopping, in the city, vacations, music, movies, and fest. Figure 2 illustrates the featured themes.

In each theme feature, there are five feature ideas that can be used in teaching. These ideas can vary depending on the theme. Examples of features of teaching ideas for the theme *Freizeit und Hobbys* or Leisure and Hobbies include: (1.1) presenting photos, (1.2) chatting, (1.3) tagging photos with the hashtag [#] on social media, (1.4) making video clips, and (1.5) using an online dictionary. Figure 3 shows what it looks like.

Figure 3. Teaching ideas in a theme

If we select and open the teaching idea features, there is information for the teacher which contains a description of the activity in general. For example, for part (1.1), the learner presents a picture of each hobby from the learner's cell phone; (1.2) learner uses chat application; (1.3) learner uploads the picture with a certain hashtag; (1.4) learner makes a video clip; and (1.5) they use an online dictionary.

There is a description of the appropriate level (A1/ A2), recommended duration, language skills (listening/ reading/ writing/ speaking), and the media (photo/ chat/ social media, etc.). Besides, there are suggestions or instructions on how to apply them in the learning process. Both can be downloaded in PDF and Power-point form as shown in Figure 4.

Figure 4. Description in each feature of teaching ideas

In addition to the thematic teaching ideas feature, on the main page, there are also special features of learning themes for articles, alphabets, time/ hour, and numbers (*Digitale Rituale zum Thema...*). They are additional materials out of theme. It depends to teacher, when it would be used. Besides, there is also a teaching idea feature using digital or multimedia tools *(Unterrichtsidee mit dem Tools)*, such as chat applications, videos, photos, audio, digital texts, online exercises, games, social media, and assistance. All of those features also contain descriptions along with instructions on how to apply them, as shown in Figure 5.

Figures 5. Features of *Digitale Rituale zumThema...* and Teaching Ideas using Tools

From all those description about EDDU media and its features, it could be seen that EDDU is an interesting and complex multimedia. The themes are close to real life and based on CEFR levels, which is also used in SMA/ MA-syllabus of German Language subject in Indonesia. It contains cool teaching ideas that related to learner's daily life. It is also relevant because this media combines another digital or social media, such as chat and social media Instagram which has been used a lot lately. It also provides attractive activities, such as taking photos or making video clips. It is appropriate to learners that are teenagers.

Not only interesting, EDDU is also simple and actual. Features in EDDU are easy to understand. There are clear instructions in each of them and the language used are basic and standard. There are also symbols that represent the theme or the content. EDDU also contains materials and activities in certain social media that are relevant to teenagers nowadays. It is a good thing because media should provide accurate and actual information (Asyhar, 2012; Dovedan et al., 2002; Erizar et al., 2019; Gilakjani, 2012; Nobre, 2018; Pun, 2014; Sudjana & Rivai, 2007; Tjakrawadhana, 2017). Thus, it is not hard for teachers to understand the concept and to use this media.

The idea of learning activities in EDDU can be used without much preparation and does not require much time. The idea of teaching in EDDU should not take up the entire lesson hours because the suggested duration of activities in one theme should not exceed one hour so that teachers and learners can still carry out the learning process as usual. That makes it easier for teachers to use this media. It means a lot, because a media should not be complicated and difficult to use, otherwise it will cause stress and demotivation. In contrast, a media should increase interest and motivation (Asyhar, 2012; Dovedan et al., 2002; Erizar et al., 2019; Gilakjani, 2012; Nobre, 2018; Pun, 2014; Sudjana & Rivai, 2007; Tjakrawadhana, 2017). Besides, it would be boring if we use the same media for a long time.

EDDU helps teachers prepare their class. They can prepare lesson plans by using materials or teaching ideas from EDDU media. It is in accordance with the function of the media as stated by Erizar et al. (2019) that media helps teachers present materials. There are amount of materials, ideas and activities that can be chosen. In this study, teachers can choose materials according to their individual needs. They can make variations in the use of multimedia based on the ideas that are offered in *EDDU* and combine them with the learning activities they have prepared.

The teachers can combine EDDU media and other learning models in the classroom. This combination supports blended learning, which is an alternative learning model that is often discussed in 21st century education. According to Rösler and Würfel (2014), learning in which using digital media systematically is a form of blended learning. Even when learning is done virtually, it is also possible to apply blended learning. After all, we can combine virtual and non-virtual sides in blended learning. We can combine virtual and non-virtual sides and media types in blended learning, namely analog (traditional) media and digital media (Rösler & Würfel, 2014). However, we need teacher's role to determine what media, strategies, and/or learning models needed.

The activities offered in EDDU can help teachers organize digital-based learning. It shows that EDDU can play the role of multimedia as a learning aid, learning materials, assessment instruments, and tools for generating ideas (Zaim, 2016). The idea of teaching by using EDDU media is explained quickly and encourages learners to be active. It supports the study from Nobre (2018) that the use of multimedia technology allows active and autonomous learning, and is adjusted to individual learning speed and focuses on students. It needs to be noted because a media should focus on learner or learner centered (Asyhar, 2012; Dovedan et al., 2002; Erizar et al., 2019; Gilakjani, 2012; Nobre, 2018; Pun, 2014; Sudjana & Rivai, 2007; Tjakrawadhana, 2017). In a virtual-learning, this is important to consider. When the teacher is physically not in the classroom, he/she should plan the exercises, and assignments as well as possible. According to the learners' needs and difficulty levels, the orders must be clear and so on (Rösler & Würfel, 2014).

During the simulation of the implementation of EDDU, teachers can practically implement EDDU in a proper way and in the context of German learning. It shows that teacher can understand the concept of multimedia well and also apply it

properly. It means teachers have *Medienkompetenz* or media competence that can support teacher competencies in the 21ˢᵗ century. In addition, by using EDDU media teachers are lead to be creative, innovative, and continuously develop their competencies, both pedagogical and professional competencies, which is important in the era of the industrial revolution 4.0 (Andriani, 2010; Kudriyah, 2008; Notanubun, 2019; Schart & Legutke, 2014; Triyono, 2012; Widyaningrum et al., 2019).

As stated before, the media in this study was used by teachers. It is implemented in the lesson plan and applied in the learning process through simulations between teachers. It can be seen that EDDU media is useful and effective to help teachers prepare and conduct learning process, but it is not yet practically applied in the real classroom. The result could be different if it were implemented among learners in the real classroom. It needs further study to find out its effectiveness for real learners in the real classroom. However, we cannot deny that this digital media has a lot of benefits and has a positive role in the learning process.

Considering its benefit and complexity, EDDU can become an alternative multimedia that can be practically used. It contains themes that are relevant and close to learner's life. It also covers four language skills: listening, speaking, reading, and writing according to CEFR and SMA/ MA's curriculum (*GER*, 2003; KEMDIKBUD, 2013). In addition, the use of EDDU media supports teachers to develop their skills and competences and to participate taking role as one of the essential elements to face the digital era of the 21ˢᵗ century.

EDDU in the German Language Teacher's Perception

Learning in the digital era requires teachers to use multimedia. Teachers should not only be skilled and competent but also creative and innovative in learning because the source of the success of education lies in the teachers' competencies in managing their classes (Andriani, 2010; Kudriyah, 2008; Triyono, 2012; Widyaningrum et al., 2019). According to Triyono, teachers need to provide multimedia for learners, and even, if necessary, teachers should design their learning websites themselves (Triyono, 2012). For teachers, it is a challenge because organizing digital learning requires particular competencies or skills in technology, information, and communication (Andriani, 2010; Notanubun, 2019; Rösler & Würfel, 2014). In the context of learning German, this skill is called *Medienkompetenz.*

Medienkompetenz refers to the teacher's proficiency in using media, especially digital media, not only for themselves but also for learners in their class (Rösler & Würfel, 2014). This competency includes other competencies, namely knowledge of media, critical ability to media, ability to use media, and ability to adapt to the press. Knowledge of the media, for example, the teacher knows what the form of an online newspaper is, the types of text included in it, how the text is structured, what the rubrics are, etc. The ability to be critical of the media means that the teacher knows which media or information is good and what is not, knows which media is suitable for their students or not, knows the cultural elements in a media, etc. The ability to use media means that the teacher can technically operate the media and relate it to linguistic elements and adapt it to learning objectives. Meanwhile, for the ability to adjust the media, the teacher can change the text according to the learning objectives, select learning sources, and present material using specific media. This ability includes the competence of the teacher in combining media or using multimedia.

The use of multimedia has an essential contribution to the success of learning. Multimedia can be a learning and material learning source in class whose function is to describe learning content (Zaim, 2016). *EDDU* consists of German language learning materials with specific themes and information or instructions for their

application. According to the German teachers in Malang, the materials in *EDDU* helped them prepare learning materials. Especially in a pandemic like now, teachers need to get more teaching ideas because of limited communication and learning strategies and online classrooms.

The provided materials on EDDU media consider the level of language mastery, namely beginner (A1/ A2 level) based on the CEFR standard. The level of language difficulty in the materials and assignments is in accordance with beginner learners. The themes raised included themes based on the CEFR standard, which is the reference for the German language curriculum in SMA/ MA. German language teachers also recognized the similarity and suitability. This recognition is a breath of fresh air because teachers do not need to design a particular special page by themselves, as stated by Triyono (2012). Nevertheless, teachers still have to be innovative in preparing and managing their learning in the classroom by combining various media and learning strategies according to the curriculum, needs, and skills.

EDDU is very appropriate for online learning. All teachers agreed on this. The developer has designed this media for digital learning from the beginning. Almost all of the materials and tasks in it are related to the digital world. This means that this media supports learning in the 21st century, which is the era of the industrial revolution 4.0, which is almost digital in all lines (Notanubun, 2019). However, teachers still have a central and main role in learning because teachers are the main character who manages the class, including sorting and selecting the media to reach the main learning goals.

After feeling the convenience of preparing a lesson plan using *EDDU* and practicing it in a simulation, all teachers in this study intend to use it in learning. The offered activities can make their class more active and more attractive. This atmosphere is important in learning because, in 21st century, teachers must encourage learners to be more active and also motivate them to be more advanced. For this reason, teachers need to create exciting learning so that the learning motivation of learners increases, one of which is by utilizing multimedia such as *EDDU* (Alhamdani, 2008; Asyhar, 2012; Dovedan et al., 2002; Gilakjani, 2012; Nobre, 2018; Pun, 2014; Sudjana & Rivai, 2007; Tjakrawadhana, 2017; Zaim, 2016).

Conclusion

To face the current globalization and industrial revolution 4.0, 21st century teachers must be good at planning and managing their classes by using the latest media and potency. Multimedia is proven to be effective and positively impacts the learning, including learning foreign languages such as German. *EDDU* is an alternative digital media that can help teachers get ideas to prepare and conduct learning which considers the needs of learners and is following the 21st century learning principles. The available features and materials can make it easier for teachers to prepare material according to CEFR standards and the German syllabus at SMA/ MA (Senior High Schools) in Indonesia. However, teachers should not use EDDU as the only learning resource. Teachers must be creative and innovative and combine various media, strategies, and learning models to create optimal learning.

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