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Exploration of Japanese Language Learning Models in The Implementation of The Independent Curriculum In SMA/SMK

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ABSTRACT

The purpose of this study is to provide opportunities for teachers to gain, strengthen and increase knowledge and experience about online-based Japanese language learning models, explore online-based Japanese language learning models that can be used in their classroom contexts and apply learning models Japanese in their respective classes effectively. The target of this activity is Japanese language teachers at the SMA/SMK/MA level throughout Indonesia. This activity was carried out online through three webinars which were mapped into three stages. The first stage is the distribution of questionnaires containing questions regarding experiences of exploring and using online-based learning models before being given training. The second stage included two webinars that presented presentations and simulations from experts and practitioners of online-based Japanese language learning models, especially in teaching letters, vocabulary, grammar and skills including listening, reading, writing and speaking. The final stage is practice in the form of a simulation for the participants in using online-based Japanese language learning models which have been presented in two webinars. At the end of the activity, a questionnaire containing questions about experiences and impressions of using online-based learning models after training will be distributed. Through this training activity, it is hoped that Japanese language teachers in Indonesia can apply existing online-based learning models effectively so that the predetermined learning competencies can be achieved and students become competent in Japanese.

1. INTRODUCTION

In fact, foreign language learning in high schools must continue to be developed from various aspects. As one of the foreign languages taught in Indonesia, Japanese has almost the same prestige as English as a foreign language that must be studied starting in junior high school. In fact, in the last five years, Indonesia has been the country with the second highest number of Japanese language learners in the world (The Japan Foundation, 2021). This proves that the number of Japanese language enthusiasts in Indonesia is very high (Tamara et al., 2021; Bangsa & Sihombing, 2022). The results of research by the Japan Foundation in 2021 even show that there are 711,732 Indonesians who study Japanese through formal education (The Japan Foundation, 2021). This is supported by the existence of many schools in Indonesia, especially SMA/SMK/MA which make Japanese a foreign language subject besides English. With the Independent Curriculum which must be implemented in schools, it encourages Japanese language teachers to improve the quality of learning. Especially at the SMA/SMK/MA level, they are required to use offline and online-based learning models that can help their students better understand what they are learning and achieve previously designed learning competencies. So there is a development of online and offline learning models.

However, not all teachers have the time and opportunity to explore online-based learning models due to several obstacles. (Musthaha et al., 2022; Hamid et al, 2020; Barera, 2021; Dewi & Mulyadi, 2022). For example insufficient time to search for online-based learning models that suit their class context, inadequate infrastructure and facilities, and limited knowledge and skills of teachers in utilizing, using, adapting and optimizing existing online learning models. These obstacles can be reduced, one of which is by providing training that focuses on exposing school teachers to online-based Japanese language learning models.

The aim of this study is to provide opportunities for teachers to gain, strengthen and increase knowledge and experience about online-based Japanese language learning models, explore online-based Japanese language learning models that can be used in their respective classroom contexts and apply the model -model of learning Japanese in their respective classes effectively. Therefore, training that focuses on exploring online-based Japanese language learning models in schools is very important to carry out.

Through this training activity, it is hoped that Japanese language teachers in Indonesia can apply the online-based learning models that have been learned effectively so that the predetermined learning competencies can be achieved and students become competent in Japanese. Based on this situation, there are three main problems that can be observed as follows.

1. What Japanese language learning models have been applied by vocational/high school/MA Japanese language teachers in their classes before the training was carried out?
2. How do vocational/high school/MA Japanese language teachers apply these Japanese language learning models before the training is carried out?
3. How do vocational/high school/MA Japanese language teachers apply these Japanese language learning models before the training is carried out?

2. METHODS

This activity focuses on exposing Japanese language learning models to SMA/SMK/MA school teachers in various regions in Indonesia. So this study uses an experimental method. That is, activities carried out online through three webinars which are mapped into three

stages, namely, (1) distributing questionnaires before the activity; (2) providing material through two webinars based on a predetermined focus; and (3) practice learning models from experts and practitioners.

The first stage in PkM activities is the distribution of questionnaires to participants via Google Form regarding their experiences of exploring, utilizing and using online-based learning models before being given training. The aim is to collect information and serve as a reference for implementing the next stage. The data that has been processed is expected to provide information regarding the types of learning models that have been used by participants in the classroom, their usefulness, and the participants' experiences in general in using online-based Japanese language learning models in their respective schools.

In practice, the stage of distributing questionnaires before the webinar activity regarding online-based Japanese language learning models was not carried out for three reasons. Firstly, long before the training was carried out, the committee had gathered participants through invitations via electronic mail and WA and after the invitation was received, the committee contacted them to explain that before the training was carried out, they would be asked to fill out a questionnaire containing their experiences of exploring, utilizing and using models. online-based learning model before being given training. However, many of the participants indirectly refused to fill out the questionnaire on the grounds that they were actually still confused about online-based Japanese language learning models and they asked to immediately take part in the webinar and after that they were given a questionnaire and compared it with their previous experience.

3. RESULTS AND DISCUSSION

Webinar 1 was attended by 80 participants who came from various institutions as follows; 42 high school teachers, 26 vocational school teachers, 2 MA teachers, 1 LPK instructor, 2 students (UNS and IPB), 2 middle school teachers, and 5 UPI lecturers, two of whom are presenters (list of attendees can be seen in Appendix 2 regarding the Attendance List for PkM Webinar Activity Participants Session 1. This data is also reinforced by the graph below which shows the attendance of participants at the event.

Furthermore, at the end of the webinar, participants were asked to fill out a questionnaire (see Appendix 4 regarding questionnaires for Webinar 1 activities) which contained the participants' opinions regarding the material presented and the method of delivery by rating it 1-5 (1 meaning very not useful and 5 meaning very helpful). In relation to the material presented, 95% of participants stated that the material presented was very good, as can also be seen in the graph below.
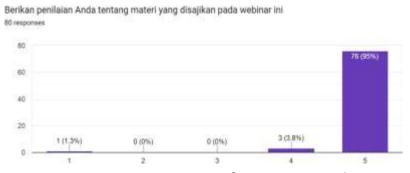

Figure-1. Assessment of training materials

From the figure-1, it can be seen that 95% of participants gave the same information, namely that the material presented was very useful, 3.8% of participants said it was useful, and only 1.3% of participants (1 person) said it was not very useful. For those who gave the assessment very useful, the reasons were related to two main things, namely (1) new knowledge and experience, and (2) application in their classroom context which was very possible.

Webinar 2 activity was attended by 104 people, consisting of 3 UPI lecturers other than presenters, 1 UPI lecturer who had presenter status, 61 high school teachers, 37 vocational school teachers, 1 UPI student, and 1 lecturer from outside UPI (See Attachment 1 regarding List

Attendees and Responses and Suggestions to Activities in Stage 2 Webinar Activities). At this seminar, there were no middle school teachers or instructors at foundations or training institutions present. Similar to the first Webinar activity, the Webinar activity in the second stage also received a positive response from the participants and this was more because the learning models presented provided new knowledge and/or experiences as well as the application of these models in their classes.

The final stage is practice in the form of simulations from the participants, namely vocational/high school/MA teachers, in using online-based Japanese language learning models which have been presented in two webinars. Participants were given the opportunity to choose an online-based Japanese language learning model and carry out simulations based on their respective class contexts. Participants will be given input regarding the simulation of using the learning model so that they can use and carry out learning better.

This stage has not yet been implemented and is planned to be implemented in the future in line with the research road map stages 2 and 3, namely training in preparing teaching models for 4 Japanese language skills in high schools.

4. CONCLUSION

PKM activities which focus on exploring online-based Japanese language learning models to improve Japanese language learning in schools have so far carried out one stage. The first stage was not carried out due to the request of participants who wanted to be directly given training and the third stage had not been implemented. This (the first stage) is a weakness for this activity because data about online learning models in the context of Japanese language teaching in SMA/MA/SMK schools and equivalent cannot be extracted. The second stage, which consisted of two webinars, received a positive response from the participants and suggestions that were very constructive and useful for the progress of future activities. Overall, if you look at the research road map, the first stage has been 100 percent carried out because the third stage will indeed be mapped out in the second and third stages of the research road map.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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