

Student Perceptions of Online Learning in Kaiwa Courses

S M Setiana

Program Studi Sastra Jepang, Universitas Komputer Indonesia, Indonesia

Email: soni.mulyawan@email.unikom.ac.id

Abstract. This study aims to describe perceptions of online learning in Kaiwa courses. This study uses an evaluative descriptive method with an online survey approach through Google form. Respondents in this study were 55 students of the 1st grade of the Japanese Department at the Universitas Komputer Indonesia Academic Year 2020/2021. The results showed that 96.4% of students stated that in this Covid-19 pandemic condition, online learning was the right learning method. 50.9 students stated that learning Kaiwa online was effective to improve speaking ability in Japanese. The problems faced in learning Kaiwa online are the facilities and infrastructure they have, the capabilities of the lecturers, and the learning process. The solution to this problem is to increase the capability of lecturers in carrying out Kaiwa learning online by using various variations of teaching methods. Lecturers always motivate students to be enthusiastic in attending lectures. In addition, Kaiwa learning materials are also stored in the university Learning Management System, so that students can re-learn the material that has been taught at any time. For students' ability to speak Japanese to continue to improve, motivating students and the ability of lecturers to carry out quality Kaiwa learning by using a variety of teaching techniques are needed.

1. Introduction

Unicef stated that there were 1.6 billion children affected by school closures due to the Covid-19 pandemic and had to carry out learning at home [1]. Therefore, the Ministry of Education and Culture of the Republic of Indonesia stated that online learning is the choice of learning implementation during the Covid-19 pandemic in all educational institutions in Indonesia [2]. The transfer of the implementation of lectures for students to online learning requires various facilities and facilities that can be accessed by universities and their students [3]. Online learning is a type of learning that relies on an internet connection in the implementation of the learning process [4]. Furthermore, online learning is also defined as learning that integrates an internet connection with the teaching and learning process. Online learning is a new paradigm in the learning process that can be carried out effectively and efficiently by relying on internet connection-based applications without the need to carry out face-to-face activities in the

classroom[5]. Based on this policy, all learning activities at the Japanese Department of the Universitas Komputer Indonesia, from March 2020 to August 2021 have been carried out online.

Setiana explained that the success of learning Japanese includes aspects of hard skills and soft skills. One of them is the ability to communicate well in Japanese, both orally and in writing [6]. Furthermore, Kobayashi stated that speaking is one of the four language skills used as a medium of daily communication. The ability to speak is one of the abilities to communicate to convey various kinds of ideas, messages, intentions, and opinions to others [7]. Basic Level Speaking Learning in Japanese is included in Kaiwa I and Kaiwa II courses.

Research on student perceptions, effectiveness, and problems of online foreign language learning has been carried out by researchers. Rodrigues and Vethamani described that online speaking programs have a positive impact on the development of students' oral skills [8]. Imelda stated that learning Japanese online using Zoom and Multimedia received positive responses from students. This is because students feel they are getting new experiences through online learning [9]. Nakamura suggested that the use of the Online Japanese Accent Dictionary (OJAD) in learning Japanese accents received a positive response from Japanese teachers and learners around the world. [10]. Wijayanti and Putranto stated that in its implementation in the field, it was found that there were obstacles in learning Japanese in the field of Hospitality which was carried out online, including difficulties in understanding the learning materials and the lack of concentration of students [11]. Budiani stated that in learning Japanese online, it is necessary to increase the quality of interaction between lecturers and students. Lecturers need to apply the right strategy in providing feedback to students to increase students' understanding of learning Japanese [12]. Maulana stated that students have a positive perception of practical courses carried out through online learning [13].

However, although Kaiwa is a practical course held online, some problems were found in the implementation of the learning. Therefore, this study aims to obtain comprehensive information about student perceptions, problems in the implementation of online learning, and solutions to overcome these problems. An evaluative descriptive research method by conducting an online survey through Google forms was used to answer these problems. The results of the research have provided useful information for Kaiwa lecturers to improve the quality of online Kaiwa learning.

2. Method

The method used is Evaluative descriptive. Respondents in this study were 55 students of the 1st grade of the Japanese Department Faculty of Humanities, Universitas Komputer Indonesia Academic Year 2020/2021. Data collection was carried out on June 1 - July 30, 2021, by distributing online questionnaires through a google form to find out perceptions about online Kaiwa learning and the problems faced by students. In addition, interviews have also been conducted with lecturers in Kaiwa courses to find out how the efforts made by lecturers to overcome problems in learning Kaiwa online.

3. Results and Discussion

Based on the results of a questionnaire, it is known that the Student perceptions about the implementation of Kaiwa learning online in the covid-19 pandemic are presented in Table 1.

Table 1. The implementation of Kaiwa learning online

Frequency	Percentage (%)
Strongly Disagree	0
Do not Agree	3.6
Agree	38.2
Strongly Agree	58.2

From table I, it can be described that 0% of students strongly disagree, 3.6% do not agree, 38.2%, agree, and 58.2% strongly agree about the implementation of online learning during the covid-19 pandemic. It can be assumed that almost all students understand the current situation and conditions to prevent the transmission of COVID-19. This is in line with research findings from Nasution and Ahmad which stated that 52.78% of students agreed that lectures were carried out online during pandemic conditions [14].

Furthermore, regarding student responses regarding the effectiveness of online Kaiwa learning, it is presented in Table 2 below:

Table 2. The effectiveness of online Kaiwa learning

Activities	Percentage (%)
Strongly Disagree	21.8
Do not Agree	27.3
Agree	36.4
Strongly Agree	14.5

Based on table II, it can be seen that 21.8% of students strongly disagree, 27.3% do not agree, 36.4%, agree, and 14.5% strongly agree about the effectiveness of online Kaiwa learning. It can be assumed that more than half of the respondents stated that learning Kaiwa online can help their ability to speak Japanese. This means that even though Kaiwa learning is done online, lectures are still held using good and various learning techniques. This is in line with Nguyen's opinion which states that there is no significant difference in learning outcomes between online learning and offline learning [15].

Furthermore, based on an open questionnaire, it is known that the problems that occur when learning Kaiwa online are: 1. Limited internet quota owned, 2. Poor internet signal quality at home, 3. Difficulty communicating with lecturers and colleagues directly, 4. Difficulty concentrating during the Kaiwa learning process, 5. Difficulty in doing lecture assignments, 6. The emergence of boredom is due to the monotonous learning process. Looking at the research findings, it can be assumed that the biggest problem faced by students in online learning is external factors. This is following the opinion of Saragih, et al who stated that the problems faced by students related to online learning are the facilities and infrastructure they have, the capabilities of the lecturers, and the learning process which includes the suitability of the time and lecture material with the existing Semester Lesson Plans[16].

Based on the results of interviews, to overcome these problems, the efforts made by Kaiwa Lecturers were motivating students to remain enthusiastic about attending Kaiwa lectures, making variations of Kaiwa learning techniques, such as roleplay, interviews, extensive reading, and storing Kaiwa learning materials in the learning management system provided by the university so that students can re-learn the material that has been discussed anytime and anywhere. This is in Kida's opinion which states that the techniques that can be used in Kaiwa learning include interviews, speech, discussions, extensive reading, and roleplay [17]. In addition, Alkan and Bümen's research results explain the need to integrate asynchronous online speaking activities as an alternative to learning to improve speaking skills outside the classroom [18].

4. Conclusion

Based on the results of the research, it can be concluded that although the basic level Kaiwa learning is done online, it does not affect the students' ability to speak Japanese well. Motivating students and the ability of lecturers to carry out quality Kaiwa learning by using a variety of teaching techniques is needed.

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