

An Evaluation of Kiso Moji Goi Course Learning

Soni Mulyawan Setiana

Departemen Sastra Jepang, Universitas Komputer Indonesia, Indonesia
Jl. Dipatiukur No. 112-116 Bandung 40132, West Java, Indonesia

E-mail: soni.mulyawan@email.unikom.ac.id

Abstract. This study aims to obtain an overview of the results of the evaluation of the implementation of learning which includes methods, materials, media, academic services, and assessing learning outcomes of Basic Japanese Characters and Vocabulary faced by students. This study uses descriptive quantitative research methods, using several research techniques in the form of questionnaires, interviews, and document analysis. Respondents in this study were 45 first-level students of the Japanese Department, Faculty of Humanities, Universitas Komputer Indonesia in the 2021/2022 academic year. The results showed that 82.2% of students stated that they were satisfied with the learning method applied by the lecturer, 51.5% of students stated that the level of material difficulty was in the medium category, 88.9% of students stated that the learning media used by the lecturer was good, 84.4% of students stated that the test used by the lecturer was good carried out according to the material that has been taught, 88.9% of students are satisfied with the academic services provided by the lecturer, 93.4% of students got a good final grade. Therefore, based on the results of the evaluation that has been carried out, it can be concluded that the quality of the implementation of Kiso Moji Goi learning is good. Efforts to improve student learning outcomes, such as by increasing the quantity of the use of project-based learning and problem-based learning methods, are needed.

1. Introduction

Setiana explained that mastery of foreign languages is one of the important requirements in facing global competition [1]. Japanese is a foreign language that is widely studied in Indonesia. This is due to the high market demand in Indonesia which requires graduates who can speak Japanese well [2]. To produce excellent Japanese graduates, it is necessary to have relevance between the existing curriculum and the needs of the world of work [3]. Therefore, in 2021, Universitas Komputer Indonesia issued a policy so that each study program conducts a review and development of the Indonesian National Qualifications Framework curriculum into an Outcome-based Education curriculum. Wijaya explained that the Outcome-based Education-oriented curriculum has a very good impact on the learning experience and student learning outcomes [4]. The factors that influence the success of learners in language learning are the attitude of the learners, age, socioeconomic status, strategies, methods and techniques, teaching and learning environment, and cultural dimensions [5]. Japanese Department of Universitas Komputer Indonesia, as one of the institutions producing Japanese language graduates in Indonesia, continuously improves the curriculum to answer these challenges by restructuring the composition of the courses [6]. Kiso Moji Goi's course is one such example. Kiso Moji Goi is a course held in the first semester that teaches basic level vocabulary and Japanese Character skills. The main problem faced by Japanese learners at the beginner level is the mastery of vocabulary and letters in

Japanese, this is because Japanese has its unique characteristics of letters, which makes some students have difficulty in reading, memorizing, and understanding them [7]. To increase students' interest and motivation in learning, interesting methods, materials, learning media, and assessment are needed. This needs to be done to improve student learning outcomes [8]. To see the success of the achievement of student learning outcomes in a learning process, evaluation is needed [9]. Many studies have been carried out on the evaluation of Japanese language learning, such as by Nakayama, et al who have conducted research from the perspective of the characteristics of Japanese language learners in Japan [10]. The results of Kato's research explain that the efforts made by Chinese Language Background learners in mastering Japanese vocabulary are by associating Japanese kanji words with Chinese to effectively memorize and guess kanji words [11]. Plecher et al, argued that to overcome difficulties in mastering Japanese vocabulary, interesting teaching methods were needed, one of which was through games [12]. However, this study discusses the evaluation of the implementation of Japanese language learning in terms of student satisfaction with the methods, materials, media, academic services, and assessments carried out by lecturers. Therefore, researchers are interested in evaluating the implementation of Kiso Moji Goi learning in the Japanese Department of the Faculty of Humanities of Universitas Komputer Indonesia.

2. Method

The research method used is descriptive quantitative. The reason the researcher chose this method was that in practice the research was carried out by seeking information related to the existing symptoms, clearly explaining the objectives to be achieved, planning how to approach them, and collecting various types of data as material for making reports. This is in line with the opinion of Arikunto who stated that the quantitative descriptive approach aims to describe a symptom, event, or event that is happening at present using numbers, starting from data collection, interpretation of the data, and the appearance of the results [13]. Data collection has been carried out by distributing questionnaires via a google form, from March 20 to April 2, 2022, and documentation studies to evaluate how the implementation of Kiso Moji Goi learning is based on the student's perspective. The Respondents in this study are 45 students in the 1st-grade academic year 2021/2022 of the Japanese Department of Faculty Humanities at Universitas Komputer Indonesia.

3. Results and Discussion

Based on the results of a questionnaire distributed via a google form, it is known that the Student responses to the learning method applied by the Lecturer in the Kiso Moji Goi course are presented in Table 1.

Table 1. Student responses to the learning method applied by the Lecturer

Responses	Percentage (%)
Fair	17.8%
Good	33.3%
Very Good	48.9%

Based on table 1, it can be seen that the percentage of student responses to the learning method applied by the lecturer in the Kiso Moji Goi 1 course is 17.8% of students saying fair, 33.3% of students saying good, and 48.9% saying very good. It can be assumed that students are satisfied with the learning method applied by the lecturer in charge of the course. This satisfaction has an impact on the interest and motivation of students to learn. This is in line with Shin's opinion which states that there is a strong relationship between accuracy in the use of learning methods and students' interest and motivation to study well [14].

Student responses regarding the level of difficulty of the Kiso Moji Goi lecture material will be presented in table 2.

Table 2. Kiso Moji Goi Course Material Difficulty Level

Difficulty Level	Percentage (%)
Easy	28.9%
Fair	51.1%
Difficult	13.3%
Very Difficult	6.7%

Based on table 2, it can be seen that 28.9% of students said it was easy, 51.1 students said it was fair, 13.3% said it was difficult, and only 6.7% of students stated that the Kiso Moji Goi learning material was very difficult. Seeing these results, it can be assumed that the level of difficulty of the Kiso Moji Goi learning material is sufficient. The level of difficulty of sufficient learning materials will affect student learning outcomes. This is in line with Liu's opinion which states that the level of difficulty of learning materials will affect student learning outcomes [15]. Student opinions regarding the learning media used by lecturers are described in Table 3.

Table 3. Student opinions regarding the learning media used by lecturers

Student Opinions	Percentage (%)
Fair	11.1%
Good	60%
Very Good	28.9%

Based on table 3, it can be seen that students' responses to the quality of the learning media used by lecturers were 11.1% of students said it was fair, 60% of students said it was good, and 28.9% of students said it was very good. from these results, it can be assumed that the hybrid learning applied by lecturers during the covid-19 pandemic using various learning media has good quality and can satisfy students in learning kanji and vocabulary at the basic level. This is in line with the opinion of Amin et al. which states that hybrid learning with various interesting learning applications will have a significant influence on student achievement [16].

Student perceptions regarding the suitability of the material being taught with the level of difficulty of the final exam questions are described in Table 4.

Table 4. Student perceptions regarding the suitability of the material being taught with the level of difficulty of the final exam questions

Student Perceptions	Percentage (%)
Quite suitable	15.6%
suitable	44.4%
Very suitable	40%

Based on table 4, it can be seen that 15.6% of students stated that they were quite suitable, 44.4% of students stated that they were suitable, and 40% of students stated that the material taught with the level of difficulty of the final exam questions was very suitable. From these results, it can be assumed that students are satisfied with the final exam questions given because they are following the material that has been taught. This is following the opinion of Siagian et al who stated the importance of the suitability

of the material with the level of difficulty of the final exam questions to measure student learning achievement so that the results will be valid and reliable [17].

Students' opinions about satisfaction in attending the Kiso Moji Goi course are described in Table 5 below.

Table 5. The level of student satisfaction in attending the Kiso Moji Goi course

Difficulty Level	Percentage (%)
Very satisfied	33.3%
Satisfied	26.7%
Quite satisfied	28.9%
Not satisfied	11.1%

Based on table 5, it can be seen that 33.3% of students stated that they were very satisfied, 26.7% of students said they were satisfied, 28.9% of students said they were quite satisfied, and only 11.1% of students said they were not satisfied. Seeing these results, it can be assumed that the level of student satisfaction with Kiso Moji Goi's course is in the high category. Student satisfaction with the services provided by lecturers related to lectures will help improve student learning outcomes. This is in line with Warren's opinion which suggests that the level of satisfaction with academic and non-academic services provided by lecturers affects student learning outcomes [18].

Furthermore, based on the documentation study carried out, the final score of students in the Kiso Moji Goi course is described in Table 6 below.

Table 6. The final score of students in the Kiso Moji Goi course

Grade	Percentage (%)
A	66.7%
B	26.7%
C	6.6%

From table 6, it is known that 66.7% of students got A grades, 26.7% of students got B grades, and 6.6% got C grades. Based on these results, it can be seen that the students' score in the Kiso Moji Goi course is very good. This is because it is assumed that the methods, materials, media, and assessment used in the Kiso Moji Goi course are of good quality so that 100% of students have passed this course. This is in line with Lichtenstein's opinion which states that a quality learning environment will affect student learning outcomes [19].

4. Conclusion

Based on the results of the research, it can be concluded that the quality of the implementation of Kiso Moji Goi's learning related to the methods, materials, media, academic services, and assessments carried out is good. Efforts to improve student learning outcomes, such as by increasing the quantity of the use of project-based learning and problem-based learning methods, are needed.

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