

Developing Japan Insights To The Students Of Sma Taruna Bakti Bandung

Dinda Gayatri Ranadireksa¹

Widyatama university

Dinda.gayatri@widyatama.ac.id

Aan Amalia²

Widyatama university

Hety Nurohmah³

Widyatama university

Felicia Aprilani⁴

Widyatama university

Abdul Latif⁵

Widyatama University

Abstract

Japanese language, both in high school and high school (SMA), is a cross-interest subject that is given from the beginning to the end of the education period. This is in accordance with the national curriculum issued by the Ministry of National Education. Thus the ability to communicate in Japanese is seen as important to improve the quality of graduates. High school graduates will not only receive a graduation certificate but also other competency certificates including Japanese. The benefits of Japanese for students can be as a provision to continue their studies as well as additional abilities to enter the world of work. In response to this, the Japanese Language Study Program at Widyatama University Bandung as an institution that has the aim of developing and introducing Japanese language and culture is moved to provide knowledge of Japanese language and culture to high school students through Community Service (PKM) activities. This Community Service Activity (PKM) will be held online in the form of a webinar with the theme "Developing Japanese Insights for High School Taruna Bakti Bandung Students". The participants of the webinar are students of the Senior High School Taruna Bakti Bandung, Class 3 Social.

Keywords

Japan, Interest, High School

To cite this article: Ranadireksa, D.; Amalia, A.; Nurohmah, H, Aprilani, F and Latif, A. (2021) Developing Japan Insights To The Students Of Sma Taruna Bakti Bandung. *Review of International Geographical Education (RIGEO)*, 11(6), 753-762. doi: 10.48047/rigeo.11.06.92

Submitted: 10-10-2020 • **Revised:** 14-12-2020 • **Accepted:** 18-02-2021

Introduction

The basic problem of SMA Taruna Bakti Bandung is that the students are only given knowledge of Japanese, while knowledge of life in Japan is not taught, while the students' interest in life in Japan is very high. The teaching given is also very limited because it is only given a short time (Junianto, 2016). At this time Japanese is a cross-interest subject that is increasingly in demand by high school and vocational high school students, the number of high school / vocational schools that choose Japanese as an option for cross-interest subjects, from year to year is increasing. According to a survey conducted every three years by the Japan Foundation, the largest number of Japanese learners worldwide is China, and Indonesia is ranked 2nd which has continued from 2012 to 2018. The number of Japanese learners in China in 2018 was 1,004,625 people, while in Indonesia in 2018 there were 706,603 people. This can be categorized as a large number even though when compared to the number in 2015 it decreased by 5.2%. However, Japanese language learners in Indonesia are in second place, followed by Korea in third. In Indonesia, Japanese is not only studied in high school, but also in several junior high schools which contain Japanese as one of the subjects in the curriculum (Vyas, 2008). The survey conducted by the Japan Foundation revealed that the reason Japanese language learners around the world choose to learn Japanese is because they like manga, anime, J-pop, fashion and others. The next reason is because of the interest in the Japanese language itself and its culture. While the last reason is because they are interested in Japanese history, literature and art. Likewise with students in Indonesia, when asked the reason for choosing to learn Japanese, most of them are because they like manga, anime, Jpop, and fashion and games that come from Japan (Masuda, 2011). With so many Japanese language learners and schools providing Japanese, the Widyatama University Japanese language study program tries to take the opportunity to make SMA as a place for Community Service. In this case, the selected high school is Taruna Bakti High School, Bandung (Novitasari, 2021). The selection of this school was based on the consideration that SMA Taruna Bakti is one of the high schools that has a very good reputation, teaches Japanese as a Cross-Interest Program determined by the School, and is very active in participating in Japanese competitions in Bandung. The basic problem of SMA Taruna Bakti, Bandung is that the students are given knowledge of Japanese only while cultural knowledge is taught in general terms. The teaching given is also very limited because it is only given a short time. Therefore, our team wanted to find out how to increase students' interest in Japanese knowledge through webinars.

Method

The method used is the Japanese language study program implementing PkM through a webinar with participants from Taruna Bakti High School students, Bandung. Five lecturers will give Japanese presentations covering language, culture, opportunities to Japan, job prospects for graduates, and life in Japan. After the presentation session, there will be a question and answer session with the distribution of credit/gopay vouchers for some students who are considered active in asking/responding.

Result

Herewith the result after all participants filled out the questionnaire.

96 responses



Accepting responses

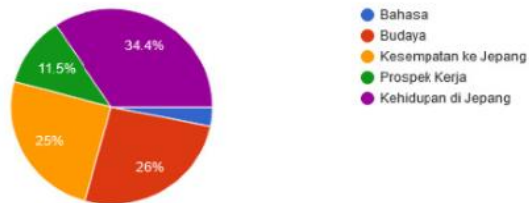
Summary

Question

Individual

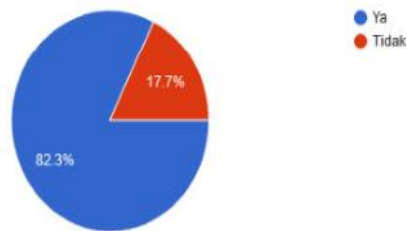
Dari kelima konten yang telah dipresentasikan, hal apa yang paling diminati untuk diketahui lebih lanjut? (pilih salah satu) Setelah itu, silakan adik-adik hanya menjawab pertanyaan dengan tema yang sudah dipilih.

96 responses



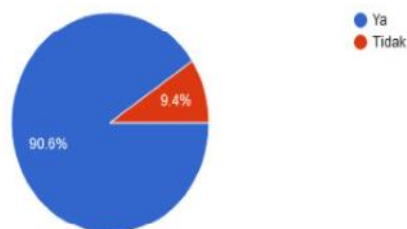
Apakah adik-adik tertarik untuk belajar bahasa Jepang?

96 responses



Apakah adik-adik pernah mengalami kesulitan ketika belajar huruf-huruf Jepang?

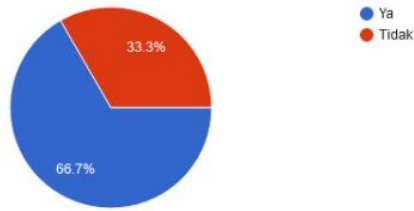
96 responses



Pertanyaan Seputar Bahasa Jepang

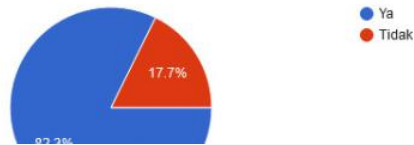
Setelah mendengar pemaparan, menurut adik-adik apakah belajar bahasa Jepang itu sulit?

96 responses



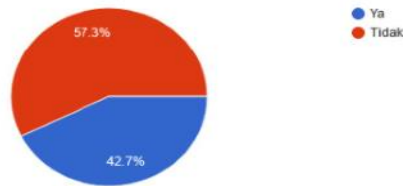
Apakah adik-adik tertarik untuk belajar bahasa Jepang?

96 responses



Apakah adik-adik sudah pernah belajar kanji dasar?

96 responses



Pertanyaan Seputar Budaya Jepang

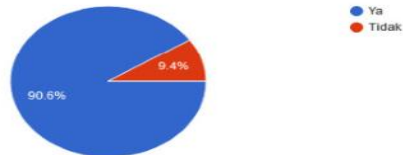
Apakah adik-adik merasa harus memperbaiki kebiasaan bangsa Indonesia yang kurang baik setelah mendengar pemaparan tentang budaya Jepang?

96 responses



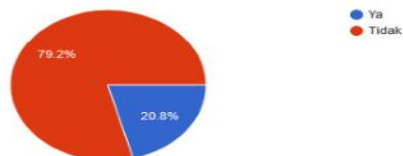
Apakah adik-adik pernah mengalami kesulitan ketika belajar huruf-huruf Jepang?

96 responses



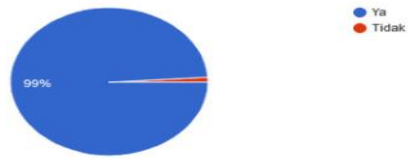
Apakah adik-adik sudah hafal semua huruf hiragana?

96 responses

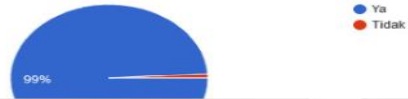


Pertanyaan Seputar Budaya Jepang

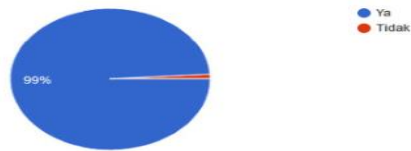
Apakah adik-adik merasa harus memperbaiki kebiasaan bangsa Indonesia yang kurang baik setelah mendengar pemaparan tentang budaya Jepang?
96 responses



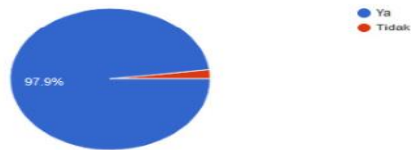
Apakah menurut adik-adik budaya Jepang itu unik?
96 responses



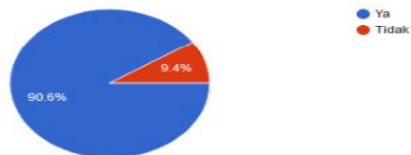
Apakah menurut adik-adik budaya Jepang itu unik?
96 responses



Apakah adik-adik tertarik dengan budaya Jepang?
96 responses



Apakah adik-adik tertarik untuk lebih mengetahui budaya Jepang?
96 responses

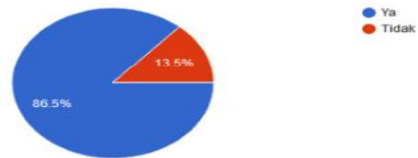


Jika ya, ingin mengetahui tentang hal apa?
96 responses

-
- budaya
- tentang sado
- Matsuri
- tentang sekolah

Apakah adik-adik tertarik untuk belajar budaya Jepang di Jepang?

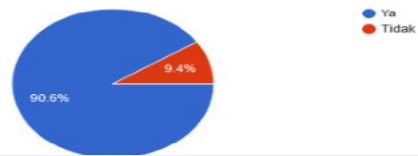
96 responses



Pertanyaan Seputar Kesempatan ke Jepang

Apakah Adik-adik tertarik untuk punya kesempatan ke Jepang?

96 responses



Jika ya, ingin mengetahui tentang hal apa?

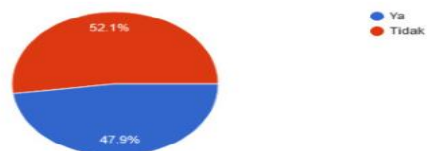
96 responses

-
- budaya
- tentang sado
- Matsuri
- tentang sekolah
- Budaya
- tentang sejarah budaya budayanya
- Tntng hanami dan matsuri
- Aturan aturan untuk warga disana

Pertanyaan seputar Prospek Kerja Lulusan Bahasa Jepang

Apakah adik-adik memiliki keinginan untuk bekerja di Jepang?

96 responses



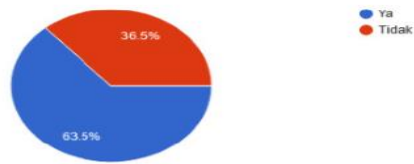
Apakah adik-adik ingin bekerja di perusahaan multinasional Jepang yang ada di Indonesia?

96 responses



Setelah mendengar pemaparan, menurut adik-adik sulit atau tidak untuk bisa punya kesempatan ke Jepang?

96 responses



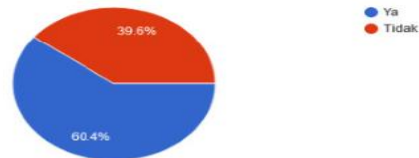
Sesuai pemaparan tadi, adik-adik tertarik ke Jepang dengan cara apa?

96 responses



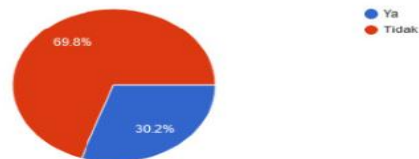
Apakah menurut adik-adik, kesempatan bekerja di perusahaan Jepang terbuka lebar?

96 responses



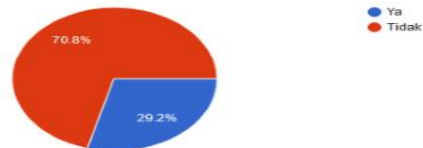
Apakah Adik-adik berminat mempelajari bahasa Jepang lebih lanjut di Widyatama?

96 responses



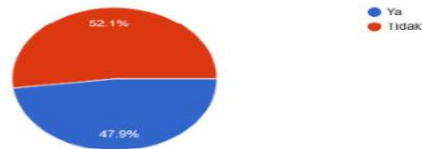
Apakah adik-adik belajar bahasa Jepang karena ingin bekerja di Jepang?

96 responses

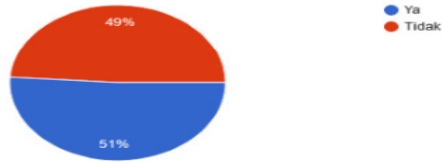


Apakah dengan belajar bahasa Jepang, adik-adik merasa yakin akan mampu bekerja di perusahaan Jepang?

96 responses



Apakah ada hal yang membuat Adik-adik khawatir dengan kehidupan di Jepang?
96 responses



Kalau ya, apakah itu ?
96 responses

-
- tidak ada
- tidak
- Tidak ada
- orangnya

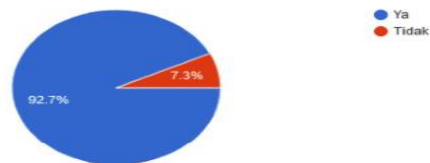
Kalau ya, apakah itu ?
96 responses

-
- tidak ada
- tidak
- Tidak ada
- orangnya
- Dalam mengerjakan sesuatu (akademik) jika tidak sesuai dengan harapan yg tinggi, nilainya jelek atau gagal dim suatu hal, ditakutkan depresi smpai mau bunuh diri
- Apalah banyak orang jahat juga disana seperti di Indonesia?
- Merigenal kehidupan bebas di Jepang
- orann orann di sekitarnya

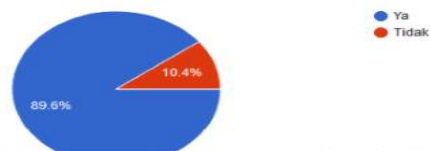
Apakah Adik-adik menjadi paham mengapa Jepang bisa menjadi negara maju?
96 responses

Pertanyaan seputar Kehidupan Jepang

Apakah Adik-adik tertarik dengan kehidupan Jepang?
96 responses



Apakah kehidupan Jepang membuat Adik-adik ingin ke Jepang?
96 responses



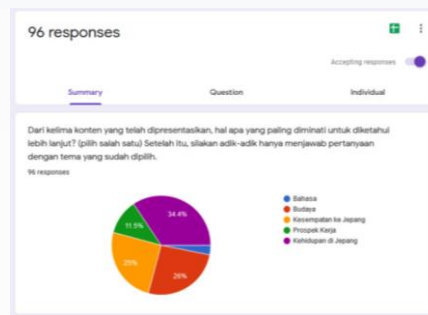


From the questionnaire above, it can be concluded that the percentage of interest in life in Japan is very high by students of SMA TARUNA BAKTI .

Conclusion

From the implementation of PKM at SMA Taruna Bakti Bandung, on July 24, 2021 it can be concluded as follows:

1. The pandemic period is not an obstacle for online implementation, its effectiveness can also be proven by looking at the results of the questionnaire, that students are interested in exploring Japan further.
2. The PkM that we carry out is clearly proven to contribute in terms of education and science for the community.
3. The PkM that we carry out is clearly proven to contribute in terms of education and science for the community.
4. The participants of the webinar were satisfied with the presentation of the material in the webinar.
5. PkM has been proven to motivate students in learning Japanese online and improve the ability of lecturers as implementers in developing digital skills.
6. Among the contents of Japanese Language, Japanese Culture, Opportunities to Japan, Job Prospects for Graduates and Life in Japan, it turns out that students' interest is more in liking Japanese Life content, with a percentage of 34.4%.
- 7.



8. The implementation of PkM needs to be carried out periodically, with a wider scale so that it can advance education and science as a whole

References

- Junianto, W. (2016). Teachers' Strategies of Teaching Speaking Skill (A Comparative Study between native and non-native teacher in the Eleventh Grade of SMA TARUNA BAKTI Bandung). UIN Sunan Gunung Djati Bandung, Retrieved from <http://digilib.uinsgd.ac.id/id/eprint/23066>
- Masuda, K. (2011). Acquiring interactional competence in a study abroad context: Japanese language learners' use of the interactional particle ne. *The Modern Language Journal*, 95(4), 519-540. Doi:<https://doi.org/10.1111/j.1540-4781.2011.01256.x>
- Novitasari, R. (2021). Error Analysis Of The Use Japanese Verb Meaningful 'Wear' In Japanese Student Of Japanese Language Department Widyatama University. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, 12(8), 719-725. Doi:<https://doi.org/10.17762/turcomat.v12i8.2891>
- Vyas, U. (2008). The Japan Foundation in China: an agent of Japan's soft power? *Electronic journal of contemporary Japanese studies*. Retrieved from <http://japanesestudies.org.uk/articles/2008/Vyas.html>