



Japanese Language Learning Media in Indonesia at the High School/SMK/equivalent Level Curriculum K13 and Merdeka

Erika Selphie Damayanti¹, Adhinda Zahro Haania², Katon Setyawan³, Goldwag Megan⁴

¹ Universitas Negeri Surabaya, Indonesia

² Universitas Negeri Surabaya, Indonesia

³ Universitas Negeri Surabaya, Indonesia

⁴ Swiss Federal Institute of Technology, Swiss

Corresponding Author: Erika Selphie Damayanti, E-mail: erikasd.project@gmail.com

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ABSTRACT

The Japanese colonization of Indonesia, which lasted for three and a half years, had a profound impact on Indonesian history. With a time span not much longer than the Dutch colonization, the Japanese colonization had a major effect on Indonesia. It affected all aspects, including language. The interest in the Japanese language, and its inclusion in the Indonesian curriculum, cannot be separated from the history between Indonesia and Japan and the good bilateral relations between the two. The Japanese language as education is seen as a whole system that includes curriculum, materials, facilities, teacher-learners, teaching methodology, teaching media, and evaluation. This study aims to find out the Japanese language learning media in Indonesia at the Senior High School level and the equivalent to see how learning media can be done in learning a foreign language, namely Japanese. Data is collected using literature study techniques with descriptive-qualitative methods that describe data systematically and in detail to explore social phenomena or the real situation of Japanese language learning K13 Curriculum and Merdeka Curriculum at the SMA / SMK / equivalent level in the use of learning media. The results of the study state that mobile applications and device-based Japanese online dictionaries can be used for Japanese language learning at the SMA / SMK / equivalent level as basic or beginner level learners.

Keywords: *High school, japanese, k13 curriculum, learning media, merdeka curriculum*

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INTRODUCTION

The Japanese policy during the colonial period (1942-1945) of allowing Indonesians to speak Indonesian in daily conversation was an attempt to gain sympathy from Indonesia (Auliani dkk., 2023; Mustafiyanti dkk., 2023). In addition to eliminating the residual influence of colonialism carried out by the Dutch by replacing the use of the Dutch language with Indonesian, Japan took this step to be able to slip the Japanese language into Indonesia in this way. Japan was forced to make Indonesian a national language used in everyday life to encourage the smooth running of all government, teaching, transportation, and economic affairs (Mulyasari dkk., 2023; Wanti dkk., 2023). For the Indonesian people, this was a huge revolution with the transfer of the Dutch language into Indonesian. It didn't take much effort for Indonesians to comply with the ban on using Dutch very quickly. Although it seemed beneficial for Indonesia, this regulation was actually aimed at making it easier for Japan to run the government in Indonesia quickly, so that the Indonesian people could be mobilized for Japan's war interests.

The use of Indonesian was applied as a whole, including important meetings where there were important figures and officials of the Japanese army (Al Maarif dkk., 2023; Noer dkk., 2023). For example, in a meeting of the central consideration body during the Japanese occupation of Indonesian territory or Chuo Sangi-In, Japanese officials expressed their opinions in Japanese and would be translated into Indonesian. At that time Japan was not forced to use Japanese because they knew Japanese was not widely mastered by the Indonesian people. The policy of allowing the national language of a country and the Japanese language was not only carried out in Indonesia but also in all Japanese colonies such as the Philippines (Ranal dkk., 2023; Utami dkk., 2023). In a newspaper, a new leader of the Philippine National Language School, Lope Santos gave orders to all employees to use their national language, Tagalog, in daily conversation and correspondence. Lope Santos also emphasized the importance of Tagalog in the everyday language of the Filipino people and spoke of the importance of using Japanese for all East Asians. Through this strategy, Japan was able to take advantage of the nation's nationalism and high awareness of the country's national language to mobilize its people. Japan only allowed Indonesian, Japanese, Javanese, Madurese and Sundanese to be used in correspondence (Fadiyah dkk., 2023; Hermansyah dkk., 2023). The emergence of newspapers using regional languages such as Madioen Syuu was also a result of this policy.

Based on the history that has been explained, the influence of Japan at that time to develop the Japanese language can be said to be the initial spearhead of the journey of the Japanese language into Indonesia (Fiqih dkk., 2023; Pamuji & Limei, 2023). Japanese language teaching in schools was also carried out at that time or in 1942-1945. Japanese language education was implemented in formal schools or at the high school level after independence or in the 1960s starting from Sumedang, West Java. Furthermore, the opening of universities began in 1963 UNPAD and in 1965 IKIP Bandung (now UPI). The purpose of the opening of these universities was initially to

fulfill the need for Japanese language teachers because many high schools began to teach Japanese in social studies classes as a minor subject (Azizah dkk., 2022; Nicholas dkk., 2023; Putri dkk., 2023). Starting from these two universities, Japanese language education can spread to various universities throughout Indonesia.

The purpose of studying Japanese in Indonesia varies greatly. Broadly speaking, the goals of Indonesians studying Japanese are as follows: First, to be able to communicate in Japanese learning due to job demands or the desire to work in a Japanese company; second is the desire to do research, the desire to live in Japan, and can be as simple as being able to have daily conversations in Japanese. Third, to increase knowledge. Other reasons are because Japanese education is a language taught at school as a general subject, learning Japanese because they are interested in getting to know Japan, and many other reasons (Holly dkk., 2023; Vicky dkk., 2023). Learning media is a tool that bridges the perception and understanding of learning material, thus minimizing the possibility of misinterpretation in the delivery of information and learning material messages. Learning media can be a guide or direction to achieve the objectives of learning and assist the teacher in delivering the structure of the material in order. Learning media can provide an overview and systematic framework of a good teaching and learning process and help control the class and facilitate the teacher's control of the learning material to be taught to students.

Learning media is made as needed by adjusting student learning styles consisting of visual, auditory and kinesthetic learning styles (Levan's dkk., 2022; Saputra dkk., 2022). The existence of media makes learning more varied and fun. Uninteresting learning tends to make students bored so that innovative learning media is needed that adapts to the material and students. The importance of choosing learning media in Japanese language learning supports students' success in learning a new foreign language. Media is a tool that mediates communication activities between the message giver and the message receiver (Amrina dkk., 2022; Maryati dkk., 2022). Another component related to learning media is learning methods. The benefits of media in learning are to assist in the learning process, increase student interest and motivation in the learning process, and can overcome the limitations of energy, sensory power, space, and time. The classification of learning media is divided into nine, namely audio media, print media, audio-print media, silent visual media, motion visual media, motion audio-visual media, physical object media (silent visual with audio), object media, and computers. The use and selection of learning media has an impact on the success of learning by the teacher.

RESEARCH METHODOLOGY

In this study, a descriptive-qualitative or qualitative-descriptive approach was used. This research method is a research design devoted to examining research objects in the form of social phenomena in a real, real, unregulated, and happening as it is. Sugiyono (2019: 18) writes, qualitative research methods are based on the philosophy of postpositivism with the object of research in the form of natural conditions, which are

real, not regulated or not in an experimental state where the key instrument is the researcher himself. Walidin and Tabrani (2015: 77) mention qualitative research as a research process to understand social phenomena related to humans to be able to create a comprehensive and complex picture presented in words, detailed reports of views from information sources, and conducted in a natural setting. Fadil (2020: 33) explains that the descriptive nature of qualitative research tends to use an inductive analysis or approach, so that the process and meaning are highlighted based on the subject's perspective. Furthermore, the data collection process in this study uses literature study techniques with the sequence of data processing starting from data collection, reduction or sorting, presentation process, and conclusion drawing.

RESULT AND DISCUSSION

(Huda, 2017) in (Krashen, 1984) found a relationship between the amount of time taking foreign language lessons and the ability to speak in a foreign language, both from informal and formal environments. It is evident that each environment affects a person's foreign language ability (Fathia dkk., 2022; Saskia dkk., 2023). The informal language environment provides input for acquisition, while the formal environment provides input for monitoring (Krashen, 1984). This means that the role of native speakers or the shared speech of other learners as fellow learners of the language currently being learned, is very influential in helping to provide feedback on the speech of the learner. The first stage of learning a new language is memorization and vocabulary acquisition. Tarigan (2008: 2) states that the more vocabulary that is owned or memorized, the greater the foreign language skills. The use of conventional methods for learners can cause boredom which leads to difficulties in memorizing Japanese vocabulary. As mentioned that the environment affects the learner, the environment should support the learner in mastering the language.

The availability of media such as printed materials, picture books and media that learners can see at any time is part of the supporting environment. The selection of appropriate media will increase or even cause learner motivation in the language learning process. According to Kemp (in Efendi, 2005: 84) based on the results of his research shows the positive impact of using media as an integral material in communication and foreign language learning, including (1) the message conveyed becomes more standardized according to grammar, (2) due to clarity, conciseness of attractiveness, moving images, messages, and the use of special effects cause more interesting learning that can generate motivation and interest, (3) learning that occurs becomes more interactive, (4) learning time becomes more effective, (5) improving the quality of learning outcomes, (6) increasing students' positive attitude towards the learning process, (7) the role of the teacher can change in a more positive direction.

In this modern era, technological developments create innovations that facilitate daily activities. However, this technological development is not matched by the utilization of technology that can be useful in people's lives. The discovery of children who are addicted to *games* is a form of misuse of technology. Therefore, both teachers and students need learning media innovations to utilize current technological developments. Technology products can be used as learning media innovations, namely by using gadgets or *smartphones* with *mobile* technology. *Mobile-based* learning is able to facilitate the learning speed of each student. The selection of media is expected to

produce *m-learning* or *electronic learning (e-learning)* in accordance with the main objectives of learning to facilitate student learning activities to master the material provided. The media used is not only based on text, but also on other elements such as audio, images, animation or video.

Previous research conducted by (Miranti, 2015) entitled "Second Language Learning (mandarin-HSK 3) Based on *Mobile Learning*" found an application that is very helpful and feasible to use as a learning resource. Through research developed by Irawan (2014), the resulting mobile learning media has a level of validity, assessment of material experts, design experts, and learning media experts on very feasible criteria. Based on the trials conducted, it can be seen that this *smartphone-based* learning media can be used in learning the material. According to Lee and Hammer's research conducted in 2011, *games* can provide 3 (three) psychological benefits, namely cognitive, emotional, and social which lead to increased player motivation in learning something. One of the strategies to increase learners' motivation is by applying or implementing *game* design elements in the design of *mobile learning* development that will be developed or known as gamification. Gamification is the process of adapting *non-game context* into something interesting by integrating game elements such as *game thinking, game design, and game mechanics*. (Takasahi, 2010: 43). By combining *game* elements in learning, it can produce better learning, reinforced by Kapp's statement (2013: 10) that in terms of education, gamification has become a successful implementation in various materials that can even be learned by a number of age groups. Therefore, the development of gamification-based *mobile learning* can be applied in Japanese vocabulary acquisition.

The development of gamification-based *mobile learning* needs to be modified with the addition of *drill and practice* methods to master students' motor skills, one of which is vocabulary recall. According to Roestiyah (2010: 125), *drill and practice* is a method of guiding students by applying practice activities so that students have good skills in something they are engaged in. The use of this *drill and practice* method is characterized by repeated actions of the same thing. The creation of this multimedia is to train students in adding or memorizing Japanese vocabulary as a subject matter in daily conversation. By training students continuously, it will slowly make students familiar with new vocabulary so that students can apply new vocabulary in the learning process.

In this gamification-based learning packaging, there will still be several kinds of questions or quizzes that train students to be more familiar and indirectly make students memorize new vocabulary (Liam dkk., 2023). The components in it have many elements which are not only limited to text but are available such as audio, images, animations, *games* and quizzes that can attract student motivation in learning. The content of the material and questions are in the form of daily conversations displayed with a variety of variations such as Japanese *kana* letters (*hiragana* and *katakana*), Latin Japanese readings, and their meanings. Animated images are included to complement the needs of materials and questions that are not only limited to text. Another presentation is in the form of audio to facilitate students with auditory learning styles as an additional component that accompanies the text in it.

Basic learning through learning daily conversations in Japanese is a form of learning conversations that Japanese people use in their daily activities. For the first step, daily expressions such as self-introduction, thank you, apologize, welcome, and so on will be presented. The grouping of daily vocabulary by topic will make it easier for

students to understand the vocabulary and attitudes related to various situations. The application of gamification, *mobile* or *smartphone-based* learning as learning media in the form of Japanese language applications can be used in this modern era to make it easier for students to learn Japanese independently and not bound by time. Supported by the K13 Curriculum which was launched since 2013 based on competencies, requires students to be able to do tasks according to Core Competencies (KI) and Basic Competencies (KD) with certain criteria and are required to be proactive in learning, so they do not rely on teachers as a source of learning. The development of *mobile* applications as a medium of learning Japanese is increasingly in demand as well as online Japanese dictionaries that are practical and easy to carry anywhere.

The development of the Merdeka curriculum, which has been in effect since 2022, has also intensified students' creativity in terms of learning. The flow of information that is increasingly open thanks to online media will be more wisely used as a medium to support learning, in this case Japanese as a foreign language. The term Basic Competencies (KD) in the K13 Curriculum is replaced by TP (Learning Objectives). The term KKM is replaced by KKTP (Criteria for Achieving Learning Objectives) as a benchmark for students in understanding Japanese language knowledge and skills. The 2013 Curriculum learning generally only focuses on intracurricular or face-to-face learning, while the Merdeka Curriculum uses 70-80% intracurricular learning guidelines and the rest is co-curricular with a percentage of 20-30% through the Pancasila Student Profile strengthening project.

Japanese language learning as part of the curriculum is taught at the high school, vocational school, and equivalent levels. That is, students with an age range of 16-18 years as adolescents who are able to learn independently and make decisions for themselves, in this case choosing support for their learning process. In a study entitled "*Mobile-Based Japanese Learning Media*" by F. Reza, et al (2020) based on the current digital era where each individual holds and uses *gadgets* more often so that learning with card media is considered less effective in this era. And in this study, it was concluded that the use of media in the form of *android-based mobile* applications or *smartphones* was more effective in its use compared to card media or other conventional media such as books. However, it should be remembered that this online media based on *mobile* applications is a medium to support the Japanese language learning process but cannot replace the role of the real teacher.

Learning media is used during the face-to-face learning process between students and teachers, or outside of class hours. Implementation, learning conducted by teachers and media provided by the government or the *Japan Foundation* organization based on the Japanese language level of the *Japan Foundation Standard* (JFS), the textbook is still used as the main material. The educational curriculum is constantly updated, causing adjustments to learning objectives to be outlined through the textbooks which are then circulated. Learning in schools and formal institutions can be done independently or utilizing students' free time. To support the learning process both in face-to-face and outside of it, the use of learning media plays an important role. In addition to supporting students' Japanese knowledge, interesting media can increase students' motivation to study Japanese more actively, because in fact language learning, especially foreign languages, is based on continuous practice. Through *mobile* applications, students can connect with *native speakers* who greatly support the learning process.

The following is a list of apps and online dictionaries that can be used as learning media. Smartphone-based Japanese mobile apps include the following.

1. LingoDeer
2. DuoLingo
3. Drops
4. Busuu
5. Renshuu
6. Memrise
7. Hello Talk
8. Tandem
9. Mondly
10. HeyJapan: Learn Japanese
11. Infinite Japanese
12. Learn Japanese Offline
13. Simply Learn Japanese
14. Learn Japanese - BNR Languages
15. Bunpo: Learn Japanese

Japanese-English or Japanese-Indonesian online dictionary app:

1. Jsho
2. Japanese Dictionary Takoboto
3. Yomiwa
4. Akebi
5. Mazii: Japanese Dictionary
6. Japanese Dictionary
7. FluentU
8. Imiwa
9. ZKanji
10. Japanese Indonesian Dictionary

Japanese learning media for high school / vocational / equivalent levels of the K13 and Merdeka Curriculum in Indonesia can be adapted to the needs and characteristics of students. So the following is a summary of various learning media that can be used as media to support the Japanese language learning process.

Table 1. Japanese Language Learning Media

No.	Media	Description
1.	Textbook	Textbooks specifically designed for Japanese language learning can be used as the main guide in the learning process. These textbooks usually cover basic materials such as vocabulary, grammar, and sentence patterns in Japanese.
2.	Learning module	Learning modules developed with an interesting and interactive approach can help students understand the material better. These modules can include exercises, activities and tasks that involve students actively in the learning process.
3.	Audio and video	Audio and video materials, such as songs, dialogs, anime,

(audio-visual) materials	doramas, Japanese TV shows, and learning videos, can be used to improve students' understanding of Japanese pronunciation, intonation, and context of use. Students can listen and watch these materials to train their hearing and understanding of Japanese.
4. Mobile application	Mobile applications specifically designed for Japanese language learning can be a practical learning medium that can be accessed at any time. Some apps provide features such as vocabulary practice, grammar, as well as exams and quizzes to test students' understanding.
5. Educational games	Educational games in the form of board games or online games can help students learn Japanese in a fun way. These games can involve questions about vocabulary, grammar and Japanese culture.
6. Collaboration with Japanese educational institutions	Cooperation with Japanese educational institutions, such as schools or universities in Japan, can allow students to interact directly with native Japanese speakers. This can be done through student exchange programs or distance learning programs.
7. Websites and online learning resources	There are many websites and online learning resources that provide Japanese learning materials for free or for a fee. These resources can include interactive lessons, exercises, learning videos, and additional resources to deepen students' understanding of Japanese.
8. Interactive ebook	In addition to traditional textbooks, interactive e-books can be a modern alternative in Japanese language learning. These e-books can contain text, images, audio, video and other interactive features that allow students to learn in a more engaging way. Students can access these e-books through electronic devices such as tablets or laptops.
9. Online forums and discussion groups	Japanese language learning can be enhanced through participation in online forums and discussion groups. Students can share experiences, ask questions, and have discussions with fellow Japanese learners. This helps to increase student engagement and broaden their understanding through interaction with others who share similar interests.
10. Virtual reality (VR) lessons	In an era of increasingly advanced technology, the use of virtual reality (VR) can provide an immersive experience in Japanese language learning. Through the use of VR headsets, students can "visit" a virtual Japanese environment, practice communicating with virtual characters, and engage in simulations of daily life in Japan. This creates an immersive and fun experience for students.
11. Podcasts and radio broadcasts	Podcasts and radio broadcasts in Japanese can be a useful learning resource. Students can listen to these audio materials to improve their listening comprehension, gain exposure to various accents and speech styles, and expand

		their vocabulary and understanding of Japanese culture through topic-specific radio programs.	
12.	Role simulation	play	Role simulation is an activity where students take on the role of a character in a specific situation using Japanese. For example, students can act as customers and waiters in a Japanese restaurant, or as tourists and tour guides in a Japanese tourist spot. This helps students practice their speaking and interaction skills in real-life contexts.
13.	Online learning		Given the advancement of technology, Japanese language learning can also be done online. Online learning platforms can provide video lessons, interactive exercises, online exams, and the ability to communicate with teachers or other students through chat or forum features. Online learning allows flexible access, where students can study whenever and wherever suits their needs.
14.	Live lessons with native speakers		The involvement of native Japanese speakers in hands-on learning can provide great benefits. Through cooperation with institutions
15.	Student exchange program		Student exchange programs between Indonesia and Japan can be a valuable learning experience for students. During such exchanges, students can stay in Japan for a period of time and study Japanese first-hand at a Japanese school. This not only improves students' Japanese language skills, but also provides in-depth cultural experiences and a broader understanding of daily life in Japan.
16.	Partnerships with Japanese cultural institutions		Cooperation with Japanese cultural institutions, such as cultural centers or Japanese libraries in Indonesia, can enrich Japanese language learning. These institutions often organize events, workshops, or exhibitions of Japanese culture that students can visit. This allows students to interact with native speakers, get to know more about Japanese culture, and apply their Japanese knowledge in a real context.
17.	Project-based learning materials		The project-based learning approach allows students to learn Japanese through challenging and interesting projects. For example, students can create a video presentation on a specific topic in Japanese, create a tourist brochure about popular places in Japan, or create a Japanese blog to share their experiences in learning Japanese language and culture. Through these projects, students can develop their Japanese language skills while honing their creativity, research and presentation skills.
18.	Independent research		Encouraging students to conduct independent research in Japanese can improve their ability to find, analyze, and present information in the language. Students can choose a topic that interests them, conduct an information search in Japanese, and compile a Japanese report or presentation based on their research. This broadens their understanding

	of a particular topic as well as practicing their Japanese reading, writing and speaking skills.
19. Social media usage	Integrating social media in Japanese language learning can be an interesting way to engage students. Teachers can create social media groups or accounts specifically for the class, where students can share materials, assignments or tips on learning Japanese. They can also use social media to communicate with native Japanese speakers or follow Japanese accounts to expand their knowledge of Japanese language and culture.
20. Cross-disciplinary lessons	Integration of Japanese with other disciplines, such as comparing Javanese, which is the mother tongue of the Javanese people, with Japanese, or history and others.

CONCLUSION

Learning Japanese as a foreign language in Indonesia requires a supportive environment. The role of adult native speakers of the language currently being learned is very influential in helping the learner by providing feedback on the learner's speech. Vocabulary mastery is also very influential in the development of Japanese language knowledge. The availability of learning media can support this. Starting from conventional media such as books, texts that are based on the reading process alone, still make the learning process difficult. In this modern era, the use of technology is utilized to support learning, namely through mobile or smartphone applications by applying the concept of games called gamification.

Gamification is the process of turning non-game context into something interesting by integrating game thinking, game design, and game mechanics. Therefore, the development of gamification-based mobile learning can be applied for Japanese vocabulary acquisition and daily topics. The components in the mobile application contain many elements, not only limited to text but also available such as audio, images, animations, games and quizzes that can attract students' motivation in learning. The content of the materials and questions are displayed with a variety of variations such as Japanese kana (hiragana and katakana), Japanese Latin, and their meanings.

In connection with the K13 Curriculum (2013) and Merdeka Curriculum (2022) which include Japanese as a subject in the curriculum, creative learning media can increase students' proactive and independent nature to learn. Therefore, students as learners can use learning media that are interesting and easy to use and reach to support their learning. In this study, the effective learning media for Japanese in Indonesia at the SMA/SMK/ equivalent level of the K13 and Merdeka Curricula are Japanese language mobile applications and device-based online dictionaries that support the learning process at the beginner or basic level, in addition to textbooks as the main material provided.

The use of Japanese learning media in SMA/SMK/equivalent of the K13 and Merdeka Curricula should be tailored to the needs of students and the technological capabilities available. It is also important to pay attention to the quality and accuracy of

the learning materials used to ensure that students get effective and periodic learning. Thus, learning media that can be used include textbooks, learning modules, audio-visuals, mobile applications, educational games (gamification), cooperation with Japanese educational institutions, internet websites and online learning resources, virtual reality (VR) lessons, podcasts and radio broadcasts, role play simulations, practice with native speakers, use of social media, etc.

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