

Implementation of Active Learning Online and Offline in Japanese Language and Culture Learning

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Abstract

Education has an important role in human development. Therefore, to achieve a good learning outcome, a good learning process is required. One of the learning methods that is able to optimize the students' potential is the active learning method. The active learning method is a method that encourages students to think critically and apply what they have learned to achieve the best results. In the current pandemic situation, learning process is taking place both online and offline. This study examines the implementation of active learning methods in learning the Japanese language and culture, which is carried out online and offline. The purpose of this study is to describe the differences between online and offline active learning implementations. The study employs qualitative methodologies. The data used in this study is observational data from teaching practices at Al-Insan Orphanage in Surabaya. The technique used in this study is Collaborative Learning Groups and Student Let Review Sessions. The results of this study found several differences between online and offline active learning implementations, such as 1) Offline methods can encourage students to participate more actively than online methods 2) It is easier to observe and implement active learning methods offline than online.

Keywords: Active Learning; Japanese Language and Culture Learning; Offline; Online.

A. Introduction

Education is one thing that plays a significant role in human development. Therefore, a good teaching and learning process is required to achieve a good learning outcome. The two things that are involved in the teaching and learning process are teachers and students. Therefore, there are many methods that can be used in teaching. One of the learning methods that is able to optimize the students' potential is

the active learning method.

The active learning method is a method that encourages students to take an active role in their learning. As a result, the learning process is no longer centered on the teacher but involves students actively. With active learning, students are encouraged to think critically and apply what they've learned to achieve the best results possible. This method can also be used in Japanese language and culture learning to make learning

more interactive and enjoyable. With the pandemic, learning has been done more online in the last two years. However, in its development to now, judging by the improving conditions of the pandemic, the teaching and learning process is no longer only carried out online but also has begun to be carried out offline. For this reason, the researchers carried out online and offline teaching practices using the active learning method.

Based on the explained background, the researchers want to examine the implementation of the active learning method in learning the Japanese Language and Culture which is carried out online and offline. The focus of the problem in this study is to found out and describe the differences that occur from the implementation of online and offline active learning.

The theory which is used in this research is active learning theory. Confucius stated:

What I **heard**, I forgot.
What I **see**, I remember.
What I **do**, I understand.
(Silberman, 2006:23)

Active learning is learning that is required not only to increase

excitement but also to appreciate individual differences and diverse intelligence. According to Silberman (2006:11), we can use these teaching techniques in active learning, such as:

- A whole class learning process: teacher-led teaching that engages and motivates all students
- Class discussion: dialogue and debate on main issues
- Asking questions: students ask for an explanation
- Collaborative learning activities: working on assignments together in small groups
- Teaching by classmates: teaching by the students themselves
- Independent learning activities: learning activities that are carried out individually
- Effective learning activities: activities that help students understand their feelings, values, and attitudes
- Skills development: learning and practicing skills, both technical and non-technical

B. Research Method

The research employs descriptive qualitative

methodologies. According to Bodgan and Taylor in (Setiyadi, 2006:217), qualitative research methodologies are research procedures that produce descriptive data in the form of written or spoken words from humans and their observable behavior with the purpose of this research is to understand specific individuals and their backgrounds in intact. Because the data in this study is in the form of words instead of numbers, the research will be detailed descriptively about the differences between online and offline active learning that is applied online and offline. Descriptive research is research conducted to explain and describe a phenomenon that is currently happening by using scientific procedures to answer actual problems. (Sutedi, 2011:58).

The sources of data or subjects in this study were 6 students at the Al-Insan Orphanage in Surabaya. These 6 students consist of one of 3rd grade junior high school students, one of 1st grade senior high school student, two from 2nd grade senior high school students, one senior high school graduate student, and one of the 1st

semester college student.

The data used in this study are observational data from previous teaching practices, documentation data, and interview data. Observational data was obtained by observing during the teaching and learning process of the Japanese Language and Culture. The documentation is done by taking photos during teaching and learning activities, and interviews are carried out after the teaching and learning activities are completed.

Data collection techniques: 1) practicing teaching with active learning online and offline, 2) observing each student when learning online, 3) observing each student when learning offline, 4) taking documentation every time doing teaching and learning activities, 5) conducting tests, interviews, and questionnaires.

Data analysis techniques: 1) analyzing the data obtained by describing it, 2) connecting it with relevant theories, 3) making conclusions from the research results obtained.

C. Results and Discussion

The analysis was carried out towards observational data from teaching practices on six students at the Al-Insan Orphanage. Teaching practice activities were performed by a team of six people, and a total of 20 meetings were taken place, with 18 online meetings via Zoom, and two offline meetings. The researchers did five meetings, with the first meeting only as an introduction, three material teaching meetings with a duration between an hour to an hour and a half, and the last meeting as closing and message impressions. Classes are conducted online via Zoom and offline using an active learning approach.

1. Implementation of Online Active Learning

Online meetings were held at the second and third meetings. At the second meeting, the material taught was basic *bunpou* (Japanese grammar) *desu* and *ja arimasen*. *Desu* is a common, simple and polite sentence structure ending in Japanese that has a positive meaning. While *ja arimasen* is a sentence in the

negative form. The material is taken from the textbook *Minna no Nihongo* CHAPTER 1 and some references are taken from the internet as supporting material using power point media. Before entering new material, the authors of this article review the previous material with a repeating strategy and the Guided Teaching method with the Mix and Match technique. Researchers as teachers provided Japanese language teaching materials, match pictures of objects and picture names, and read the names of objects on the slides. Learning activities lasted for an hour and a half. In these learning activities, researchers also used the question-and-answer method.

At the third meeting, the material taught was advanced hiragana starting from *dakuon*, *han-dakuon*, and *yoon* taken from the internet and hiragana reminder applications that were inserted into power points. Before starting the class, the researchers distributed the

complete table of hiragana into the study group so that the students could memorize it to facilitate learning. Similar to the previous meeting, before entering the new material, the researcher first reviewed the previous material with a repeating strategy and the Guided Teaching method (guided learning). Researchers as teachers provided teaching materials for Japanese hiragana letters, and match pictures with writing. Learning activities last for an hour and a half. In these learning activities, the researchers also used the question-and-answer method and the Mix and Match technique.

2. Implementation of Offline Active Learning

The offline meeting was held at the fourth meeting. The material taught is *jikoshoukai* (introduction) and one of Japanese culture, namely *origami* (the art of paper folding from Japan). In the *jikoshoukai* material, teaching is carried out using the Chain Link technique.

During *origami* teaching, the researchers first showed how to fold *origami* paper. In the first practice of making, students were asked to practice it with instructions and work together. Then in the second practice of making, they taught each other so that they can understand better. This is in accordance with the opinion of Silberman (2006:10) which stated that in order to learn something well, it is necessary to hear, see, discuss with others, and also practice it. The *origami* being taught is *tsuru* (stork) and *kobachi* (small bowl). The learning activity lasted for an hour and a half, and used the demonstration method and the drill method (practice) with *origami* paper. In this meeting, prizes were also given to two students with the best origami works.

3. The Differences

The differences occurred between the application of Active Learning online and offline can be viewed from the perspective of teachers and students. From

the teacher's point of view, teachers had difficulty preparing material to be delivered online. This is because the active learning approach techniques, which were originally intended for direct learning, must be adapted into online form via Zoom screen. This is also supported by the lack of teacher's performance hours in teaching online. In addition, teachers also experienced difficulties in monitoring and controlling the course of teaching and learning activities.

In terms of students, when teaching online, not all students were actively participated. There were some students who enthusiastically engaged to the lesson; however, there were also

those who participated passively and instead of enthusiastically. However, when teaching was done offline, it turned out that all students participated actively and enthusiastically. This is supported by their statement that they prefer to study offline and request for further offline learning.

Amongst the six students, it can be concluded that one student of the third grade of junior high school was not active, and one student of second grade of senior high school was less active. This may be influenced by a lack of curiosity, in accordance with the opinion of Frandsen who said that one of the things that drives a person to learn is the nature of curiosity (Suryabrata, 1990:253).

Table 1. The Differences of Online and Offline Active Learning

No.	Online	Offline
1	In zoom, not all students participate or turn on their video or audio	All students can participate
2	Some students find it difficult to participate in activities (unreliable internet access, no phone).	It is easy to participate
3	It's hard to make teaching media	Can more freely create teaching media
4	It is difficult to know how much time students need, or whether they understand or not	It makes it easier for them to ask questions or interact.
5	Hard to control during the game or quiz	Easy to control during the game or quiz
6	Don't know their process to solve the problem.	Know their process to solves the problem

D. Conclusion

Based on the results of data analysis from research that has been done, it can be concluded as follows:

1. In terms of students, offline methods can encourage students to participate more actively than online methods
2. In terms of teacher, it is easier to observe and implement active learning methods offline than online.

In addition, the researchers found that the very passive child was a 14-year-old junior high school 3rd grader, and the less active child was a 17-year-old high school 2nd grader. As a suggestion for further study, the researchers can study the factors that influence the activity of each student

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