

## **Learning Problems *Jujuhyogen* Based ICT (Information and Communication Technology) (Case Study: Unitomo Japanese Literature Additional Class)**

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### ***Abstract***

*Since the Covid pandemic, Unitomo Japanese Literature students have been familiar with ICT (Information and Communication Technology)-based learning, for example the use of zoom, google meet, e-learning, to the use of educational platforms such as edmodo, kahoot, quiziz and others. This study discusses the problems that occur during ICT-based jujuhyougen learning in Unitomo's additional Japanese Literature class. Jujuhyougen material is an expression that states giving or receiving something in Japanese. In the implementation of the additional class, problems were found in the form of communication barriers experienced by students and teachers. The method used in this study is descriptive qualitative with a case study approach. The subjects of this study were Unitomo Japanese Literature Study Program students, class of 2022 and class of 2023. Data collection techniques were in the form of tests, interviews and observations. The results of this study indicate that there are three communication barriers experienced by Unitomo Japanese Literature students, namely 1) Psychological barriers of interest (Interest), 2) Psychological barriers of prejudice (Prejudice) 3) Barriers to sources, 4) Barriers to message transmission. From these obstacles, students become sleepy, bored and less interactive, and more passive during the learning process. Therefore, in ICT-based learning, teachers should be more communicative with students, such as asking students to activate their cameras and inviting them to discuss.*

**Keywords:** *Additional Class, Based Learning ICT, Japanese Literature, Jujuhyougen*

### **A. Introduction**

Development of information and communication technology (ICT) which is increasingly rapid has led to the transformation of conventional education into a digital form, even now artificial intelligence has emerged, such as being able to imitate human intellectual abilities, called AI (Artificial Intelligence). This technology is very useful and can be

easily applied in human life. ICT is a broad term that covers a wide range of technologies and applications used to manage, store, process and disseminate information. In its use, ICT has become an integral part of our lives, even influencing almost every aspect of daily life. ICT covers various technologies, such as computers, telephone, internet, radio, television, and so on. These

technologies can be used for various purposes, such as education, business, communication, entertainment and government administration (sampoernaacademy.sch.id, 2023). On the other hand, *AI* has brought a major transformation in helping various jobs and providing convenience that can increase human work efficiency. Almost everyone in the world of education uses it a lot *ICT in AI*, Unitomo Japanese Literature students are no exception who also use it *ICT* and *AI* in the learning process such as *zoom*, *google meet*, *e-learning*, to the use of educational platforms such as *edmodo*, *kahoot*, *quiziz* and other.

Development *ICT* has had an influence on the world of education, especially in the learning process. According to Rosenberg (2001), the development of the use of information and communication technology has caused five shifts in the learning process, namely: (1) from training to performance, (2) from the classroom to other places and not only during class hours (3) from paper to online computers or channels, (4) from physical facilities to network

facilities, and, (5) from cycle time to real time.

Apart from that, in based learning *ICT* Teachers are required to be more communicative with students. One of the goals is to achieve effective communication in the learning process. The basic principles of teaching educational communication according to Effendy (77:1985) are 1) Timely and Targeted, 2) Complete, 3) Paying Attention to Situations and Conditions, 4) Avoiding Bad Words, and 5) Persuasion in Communication.

The above principles are important for teachers to avoid the emergence of obstacles in learning. Every communication activity, including educational and teaching activities, will definitely face various obstacles that affect the effectiveness of the communication process. Basically, communication barriers are anything that distorts or prevents good and effective communication (Lestari, 2021:75).

According to Najib (2017:95-97) every communication activity, including In learning activities there are several obstacles that affect the

effectiveness of the communication process, namely

### **1. Psychological Barriers**

Psychological barriers are obstacles that are elements of students' psychological activities. This psychological barrier is divided into 3 parts as follows:

#### **a. Psychological Barriers of Interest (*Interest*)**

There are two things that are categorized as psychological barriers in terms of interests (*interest*), namely as follows.

- 1) Interest will make students selective in responding to or understanding the message conveyed by the teacher
- 2) Based on different interests, that is, each student will select the message they want (benefit/usefulness) for themselves.

#### **b. Psychological Barriers Prejudice (*Prejudice*)**

Psychological barriers from the side of prejudice (*Prejudice*), divided into:

- 1) Prejudice relates to students' perceptions about a person or group of students, and their

attitudes and behavior towards them.

- 2) Perception is an experience about objects, events or relationships that students obtain by concluding information and interpreting the message conveyed by the teacher.
- 3) Perception is determined by personal (functional) factors, namely needs, past experience, role and status.

#### **c. Stereotype Psychological Barriers (*Stereotype*)**

This obstacle is related to social prejudice in the form of certain images or responses regarding the personal traits and characteristics of other students that are negative. Apart from that, with this obstacle, if in the communication process there are communicants (students) who have certain stereotypes about the communicator (teacher), then it is certain that any message will not be received by the communicant, namely the student.

### **2. Sociocultural Barriers**

Sociocultural barriers are barriers to differences in the form of

ethnic elements, social norms, culture and language.

### **3. Communication Barriers to Delivery of Learning Materials**

Communication Barriers to Delivery of Learning Materials are divided into:

#### **a. Barriers to the Source**

Communication barriers at the source generally take the form of unclear goal formulation. This often happens due to lack of focus on the material. Failure at this stage can have an impact on the formulation of material messages that are not clearly related to student needs.

#### **b. Barriers in System Encoding**

Sources of communication failure can occur in the process *encoding*. For example, *copy writer* and material designers are more obsessed with creating original creative material rather than focusing on the delivery of the material.

#### **c. Obstacles in Message Transmission**

To reach the right audience, teachers adapt students' characteristics. In the message delivery stage, the teacher must convey it briefly and clearly. Because

teachers often experience obstacles caused by *competitive clutter*, namely clutter due to too much material being repeated or inappropriate media. A simple way to overcome the resulting clutter is to increase the frequency of learning materials. This is effective if the message is truly relevant to the student's needs (that is, there are no resource or resource constraints). *encoding*). *Competitive clutter* not only hinders message transmission, but also interferes with the process of receiving messages and comparing messages with previous meanings (*decoding*) because it can cause students to become less concerned. Continuously delivering the same material can make students feel bored or fed up and the effectiveness of learning decreases because they are too familiar with the material.

In connection with the communication barriers above, researchers found that there were obstacles in additional classes when learning the material *jujhyogen*. Form *jujhyogen* is one of the characteristics of Japanese expressions with unique characteristics in it, because it has

three special aspects, namely work patterns, the actors' point of view, and the flow of object movements (Teramura in Ainie, 2014). There are three general words that express shape *jujuhyogen*, that is *ageru* which means 'to give', *kureru* which means 'to give', and *purple* which means 'accept'. This vocabulary change is very confusing because there are differences in the perspective of the giver and recipient, as follows.

#### **Ageru (Giving)**

- (1) 私は木村さんさんに花をあげました。  
I am give flowers to Kimura  
(3A Network, 56;2012)

In example (1) above, the subject is the giver/doer (who is the speaker). This act of giving is done with one's own will.

#### **Morau (Received)**

- (2) 私はカリナさんに (から) チョコレートをもらいました。  
I am receive chocolate from Karina  
(3A Network, 56:2012)

In example (2) above, the subject is the recipient. The speaker himself cannot be the giver. Objects given by the giver do so with their own wishes

and are accepted by the recipient with pleasure.

#### **Kureru (Memberi)**

- (3) 母は私にセーターを送って  
くれました。  
Mom sent me a sweater  
(3A Network, 153:2012)

Example (3) above which is the subject is giver (not speaker). The recipient is someone close to the speaker such as a family member and the recipient could also be the speaker himself. This act of giving is done with one's own will.

This research aims to find out problems in dealing with learning *jujuhyogen* based *ICT*. It is hoped that this research can provide new insights in dealing with problems in the form of communication barriers in the process digital-based learning.

## **B. Research Method**

According to Sudaryanto (1993:3), research methods must be carried out by researchers in their research. Research methods are used to solve existing problems in research. On In this research, researchers used descriptive qualitative research methods through a case study

approach. Moleong (2017: 6) states that qualitative research is research that has the aim of understanding the phenomena experienced by research subjects as a whole by means of description. The case study is a research strategy to carefully investigate something by collecting complete information using various data collection procedures Creswell (2014). Apart from that, case studies are also carried out to gain an in-depth understanding and analyze things more intensively about an individual, group or situation. because this research is a research study.

The research subjects used in this research were Unitomo students majoring in Japanese Literature, class of 2022 and class of 2023, consisting of 3 women and 1 man. Data collection procedures and observations were carried out in the even semester of the 2023-2024 academic year. The data collection techniques were a) observations carried out randomly. *Online* and *offline* to observe conditions directly and indirectly in the process of implementing learning; b) Test *juhyogen* using supporting tools and

applications (laptop, *smartphone*, *kahoot*, *lcd projector*); and c) Interviews were conducted with students to find out and complete the data and efforts to obtain accurate data and the right data sources.

### C. Results and Discussion

Implementation of additional class material *juhyogendone* properly *offline* and *online*. Basically, when learning is carried out offline, there are no communication barriers, because the learning process runs smoothly. Japanese Literature students receive clear explanations of the material. This is proven by the results of the average evaluation score which is better compared to evaluations during learning directly *online*.

Table 1. Evaluation results

Test	Average value
Tes 1 (Online)	41,25
Tes 2 (Offline)	72,5

From the table above, it is known that the results of the additional class test are: *online* The average score is 41.25, while the additional class test results are *offline*

is 72.5. From these results, researchers consider that learning material *jujuhyogen* in additional classes more effective and without a hitch when done properly *offline*. On the other hand, communication barriers are found during the learning process *jujuhyogen* regularly *online*. Communication barriers occur during the delivery of material, discussions and evaluations. The following explains the communication barriers that occur which become obstacles to the learning system, namely

### **1. Psychological Barriers of Interest (*Interest*)**

The psychological barrier of interest is the obstacle that is most often encountered when learning is carried out online *online*. When the teacher explains the material *jujuhyogen*, students experience lack of focus and sleepiness, which affects students' interest and attention to the message conveyed. Then students often act indifferent and passive in responding to or understanding the lessons delivered by the teacher. What is meant by passive in this case is a student's response in answering a question in a short response or not

accompanied by a clearer explanation. From this response, it ultimately makes it difficult for the teacher to deliver the material due to the lack of response from passive students, so the teacher doesn't know whether the students understand or not. Based on different interests, each student will be selective in responding to the material presented by the teacher. In the research, the selective attitude of students that appears is lack of interaction, passiveness, and sleepiness in responding to the teacher during question and answer interactions or discussions.

### **2. Psychological Barriers Prejudice (*Prejudice*)**

Prejudice related to students' perceptions of the material *jujuhyogen* given to students makes them less enthusiastic or enthusiastic about following the lessons, and they form their own opinions on the material presented by the teacher to students which is deemed not necessary for the students. This is because of the material *jujuhyogen* more or less, it often makes students confused in its application, so that students have difficult prejudices and

the like, which makes them less enthusiastic about receiving the material. In addition, differences in culture and thought patterns between Indonesia and Japan cause students to often make mistakes in choosing vocabulary *jujuhyogen* precisely, so that material prejudice *jujuhyogen* being difficult to learn is a source of reduced enthusiasm for studying this material.

### **3. Obstacles at the Source**

In this discussion, the source is the teacher. In the implementation of learning *jujuhyogen* regularly *online*, the teacher has explained it through an interesting and interactive ppt. However, in practice, the source was not sure whether students could understand the material that had been presented or not. Even though students responded by saying they had understood the material provided, during the evaluation the results still seemed unsatisfactory. This can be seen from the results of the average value of the evaluation carried out online (see table 1). Thus, researchers consider barriers to resources to be an obstacle in the learning-based process *ICT* regularly *online*.

### **4. Barriers to Message Transmission**

When the teacher delivers material, students feel bored because of the media *online* not suitable for studying. This obstacle is caused by signal factors that cause students to experience hearing loss or a poor sound system. Then this learning material is previously repeated several times so that students feel bored. Thus, barriers to message transmission are one of the communication barriers faced during learning *jujuhyogen* which is done by *online*.

### **D. Conclusion**

There are four communication barriers from the results of learning barriers from the results of learning research *ICT-based jujuhyogen* which has been carried out to Unitomo students of the Japanese Literature Study Program, namely (1) Psychological Barriers of Interest (*Interest*) where students appear less interactive, passive, and sleepy during learning *online*. Meanwhile, during learning *offline* students seem active and the evaluation results are much better than *online*; (2)

Psychological Barriers Prejudice (*Prejudice*), namely when students appear less enthusiastic during learning *online* so they often make mistakes when studying the material *jujuhyogen*; (3) Barriers at the source, namely when participating in learning, students respond by saying that they have understood the material provided, but during the evaluation the results still seem unsatisfactory. (4) Message Transmission Barriers, namely when students' online learning experiences sound interference such as poor signals and students study the same material over and over again, boredom arises when studying. Based on these results, the solution offered is that when learning online, teachers should be more communicative with students, such as asking students to activate the camera (*oncam*) and invite students to discuss.

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