

## The development of japanese language learning for elementary school students based on collaborative learning

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**Abstract:** Japanese learning is not popular in Indonesia but has important value. In Bali, ten elementary schools have introduced Japanese as an additional skill for students to master Japanese from a young age. Therefore it is necessary to develop learning that follows the characteristics of children and can improve 21st-century skills. This study aims to develop Japanese language learning set for elementary students according to student characteristics, requiring students to collaborate and think critically. This study uses a mixed-method approach paradigm, namely Exploratory Mixed Method Design, which combines qualitative and quantitative approaches using the Four-D R&D design. Learning Set in the form of lesson plans, worksheets, and animation media for Japanese language learning that are produced contain activities that require students to collaborate, which can improve students' 21st-century skills. Based on the validity test results, it can be seen that this learning set has been tested for its effectiveness. The assessments carried out by teachers and students show that the lesson plans, worksheets, and animation media are suitable for learning Japanese at the elementary level. Thus, Japanese teaching teachers at elementary schools can use these learning sets to increase student motivation in learning and can improve 21st-century skills.

**Keywords:** Collaboration; 21st-Century Skills; Learning Set

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## INTRODUCTION

The number of Japanese learners in Indonesia is not only high school / vocational high school students and university students, but also elementary school students. Of the 745,125 students, 4,707 elementary students who took Japanese language learning as a curricular, while 1,797 took Japanese language learning as an extra-curricular (The Japan Foundation, 2017). It is also known that learning Japanese at the elementary level is made by schools for the introduction of Hiragana, Katakana, and greetings.

The introduction of Hiragana, Katakana, and greetings can also be seen in Japanese learning at the elementary level in Bali. Ten schools that provide Japanese language learning have their policy both on the depth of the material and the duration of the lesson. Based on previous research (Mardani, Sadyana, & Adnyani, 2020), in Bali, ten private elementary schools provide Japanese both as a supplementary subject and as an extracurricular. Only one school provides Japanese as an extracurricular and the rest as a supplementary subject. One school even provides Japanese as a supplementary subject as well as extracurricular. Japanese language learning in these schools is given starting at a different grade. Four schools introduce Japanese from grade one to grade six; two schools introduce it from grade two to grade six, one school for grade three, two schools from grade four to grade six, and one school for grades four and five. The difference in the grade of students who are given Japanese in elementary school raises differences in the depth of the provided material.

Regarding learning methods, it is known that learning carried out in several elementary schools in Bali is almost the same as learning in high school (Mardani & Hermawan, 2018). Learning uses the audio-lingual method, whose main characteristic is the repetition of the pronunciation of a vocabulary (Sadyana, 2016). In the application activity (Ouyourenshuu), students are only invited to have a conversation with their friends using a slight modification of the sample conversation from the teacher. This raises the feeling of boredom considering the very different characteristics of elementary school children from high school children. Learning for children is different from learning for adults because of differences in cognitive development between children and adults. In language learning for young learners, various activities should be given that refer to 'doing' or performing tasks (Haznedar & Uysal, 2010). Therefore, it is necessary to develop Japanese language learning at the elementary level that is more attractive to students.

The development of Japanese language learning in elementary school should refer to the curriculum currently used in Indonesia, which demands 21st-century skills by prioritizing activities that are performing tasks. In previous research (Mardani et al., 2020) out of ten elementary schools that provided Japanese, only seven schools had used the new curriculum. Of the seven schools, only two schools had implemented Japanese language learning. The implementation of the new curriculum as the basis for learning is strongly influenced by school policies and the availability of a Learning Set based on that curriculum. This is the reason why new curriculum-based learning has not been optimally implemented in these 10 schools. The absence of a Learning Set significantly affects teachers' implementation of learning. Although two schools have used the new curriculum in Japanese language learning, it is only limited to including character and literacy education. Meanwhile, the 21st-century skills required in the new curriculum have not been implemented in Japanese language learning in elementary schools. Teachers still provide/explain more material without guiding students to find their concepts from the material provided, so students' critical thinking skills are not well-honed (Mardani & Hermawan, 2018).

In global competition, it is essential to prepare students to have 21st-century skills, including communication, collaboration, creativity, innovation, critical and analytical thinking skills, and solving problems (Živković, 2016). So learning management is needed

to improve these skills, where the function of a teacher changes from delivering material to being a facilitator. Thus students will play an active and responsible role in every activity.

Learning in collaboration is an approach that can guide students to acquire these skills. Collaboration is a philosophy in which a person is responsible for all activities, including learning and respecting the abilities and contributions of his friends (Chandra, 2015; Laal, Laal, & Kermanshahi, 2012). Collaboration in education leads to success in learning for most students (Laal, Khattami-Kermanshahi, & Laal, 2014), because collaborative learning (CL) has various benefits in terms of social interactions, psychological aspects, academic advantages, and assessment benefits (Laal & Ghodsi, 2012; Laal, Naseri, Laal, & Khattami-Kermanshahi, 2013). In social interaction, CL can increase respect, unity, friendship and reduce violence; in the psychological aspect CL was able to increase self-esteem and student participation in being responsible for the outcome; In academic advantages, it can improve problem-solving skills and high-level thinking; In terms of benefit assessment, it can bring up the possibility of using individual assessment techniques and group assessments (Laal et al., 2013). Furthermore, CL can increase educational achievement in foreign language learning (Chandra, 2015). CL itself is a learning process that requires group efforts to solve a problem, complete a task, or create a product (Chandra, 2015; Laal & Laal, 2012), wherein the learning process students are trained to improve 21st-century skills. These benefits are significant in the learning process at all levels of education, and they should even be given from the elementary level. Even for learning Japanese, this is very important. In implementing CL, it is necessary to pay attention to the obstacles faced and how to overcome them (Le, Janssen, & Wubbels, 2018). Based on the explanation above, several problems must be resolved immediately in learning Japanese at the elementary level in Bali. Therefore, it is important to research the development of appropriate learning sets for elementary students by the new curriculum.

This study aims to develop a Japanese language learning set for elementary students according to student characteristics, requiring students to collaborate and think critically (21st-century skills required in the new curriculum in Indonesia).

## **METHODS**

### **Research Design**

This study uses a mixed-method approach paradigm, namely Exploratory Mixed Method Design (Creswell, 2009), which combines qualitative and quantitative approaches. The qualitative approach is used when developing a learning set, while the quantitative approach will be used when validating the learning model through empirical testing by testing the learning model in the field. This study used an R&D design using the Four-D Model (Thiagarajan, Semmel, & Semmel, 1974). This model consists of four stages as follows.

### **Participant and Characteristics**

In the stage of determining the needs in learning, the participants were 11 Japanese language teachers, who have experience teaching Japanese language learning from two to 17 years, from ten schools at the elementary level in Bali in the areas around Denpasar, Tabanan, and Singaraja. In addition, there were 43 elementary school students as participants, who had studied Japanese in different grades (Mardani et al., 2020).

Participants in Field trials that were carried out at an elementary school in Singaraja, Bali, consisted of 36 elementary school students who took the Japanese language extracurricular and one of the eleven teachers who participated in the stage of determining the needs in learning. Students consist of grade 4 (26%) and grade 6 (74%)

who have a high interest in Japanese. The teacher graduated in Japanese language education and has been teaching Japanese for five years.

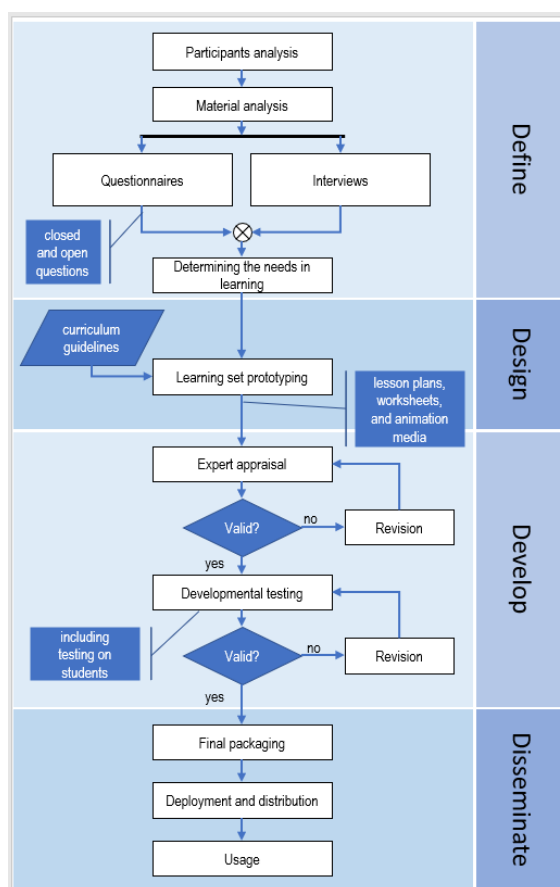


FIGURE 1. The four-D model in this study

## Material

Certain instruments were used in this study to collect data: 1) Questionnaires for 11 Japanese language teachers, in gathering the needs of teachers in Japanese language learning; 2) Interviews guide for 43 elementary school students learning Japanese, to find out the responses and needs of students in Japanese language learning; 3) Assessment questionnaires for two experts, teacher, and students in assessing learning sets. The indicators used in the assessment questionnaires (for expert validation, teachers, students) are shown in the following table.

## Prototype

Learning sets are designed to help teachers and students in learning Japanese, which requires students to think critically and collaborate in the learning process. The lesson plan contains all the components of the lesson plan required in the new curriculum, which consists of school identity, basic competencies, achievement indicators, learning steps, and assessments. In the learning step, especially in the core activities, three stages of basic Japanese language learning (The Japan Foundation, 2007) are used which consist: *Dounyuu* (introduction stage), *Kihon Renshuu* (basic training stage), and *Onyuu Renshuu* (using/application practice). In this core activity, learning is designed to guide students to learn collaboratively, discover the concepts themselves in the material, and use critical thinking skills in the process.

**TABLE 1.** *Indicator of expert validation, teacher assessment, and student assessment*

	<b>Expert validation</b>	<b>Assessment of teacher</b>	<b>Assessment of Students</b>
Indicators of the lesson plan	Component of the lesson plan, basic competence, indicators of achievement, use of technology in learning, learning steps, assessment in learning	Same as expert validation indicators	-
Indicators of worksheet	Didactic eligibility (clarity of basic competencies and indicators, learning steps, usefulness of the worksheet), Construction feasibility (worksheet components and language use), Technical feasibility (letters, pictures, layout)	Same as expert validation indicators	Using of pictures and language, ease of use, interesting activities, response to the use of worksheets
Indicators of video animation	Media display, media content, media efficiency, media quality	Scope of material, the accuracy of the material, presentation component, display media	Display media, the benefits of media on students' interests and understanding

In the worksheet, three levels of task difficulty are designed to facilitate differences in introducing Japanese in each school (four of ten schools starting from first grade). Thus, teachers have several choices of activities that can be adjusted to students' cognitive abilities. Assignments in the worksheet also require students to work collaboratively and think critically in the process. The language and letters used in the worksheet are adjusted to the target users of the worksheet, who are elementary school children. The video animation used children as a subject with interesting pictures so that students' interest could increase. The material on each theme is presented in a conversation, monologue, or vocabulary introduction. Then at the end of the video (each theme), a question requires students' answers.

## **Procedure**

The data collection steps were carried out by the research design determined and assisted by using specific instruments; 1) Determine the needs in learning. Determining the needs in learning was conducted from May 5 to 13, 2019. The data were obtained through questionnaires and interviews. There are two types of questions: closed and open questions. The questionnaire was given to Japanese language teaching teachers from schools at the elementary level in Bali in Denpasar, Tabanan, and Singaraja. An interview technique was used for elementary school students who had studied Japanese at different grade levels (Mardani et al., 2020); 2) Design (making prototypes/drafts of the learning set). The analysis results in the first stage were reined into the learning set needed by Japanese language teachers at the elementary level in Bali, which are also adjusted to the new curriculum guidelines. The learning set developed includes lesson plans, worksheets, and animation media; 3) Develop (the stage of expert testing and improvement based on input from the test). At this stage, the validity of the learning set is tested both in terms of the substance of the material and empirically as a basis for revision. At this stage, it includes two stages, namely: (1) Expert appraisal, evaluated by experts. Feedback from experts improves learning materials to be more precise, effective, useful, and have quality

techniques; (2) Developmental testing (field trials), including testing on students determine what parts need to be fixed. Improvements are made based on teacher assessments and student reactions/opinions.

### **Data Analysis**

In general, the presentation of research data is divided into three main elements, namely: the elements of the analysis of the results of the content validity test and the results of the field trials at a later stage.

#### ***Quantitative Data Analysis***

Quantitative data collection was carried out by measuring the effectiveness of using the guidelines implemented using the Pretest-Posttest design. The effectiveness is identified if there is a significant difference between the pre-test and the post-test consistently. Before the inferential test is carried out, the requirements for using the t-test are sought first by calculating the normality and variance of the data; if these requirements have been met, then the inferential test will be carried out. If not fulfilled, the non-parametric Wilcoxon Sign Rank Test is used to analyze difference in the average.

#### ***Qualitative Data Analysis***

Qualitative analysis to see the effectiveness of the Learning Set used. Qualitative data were collected through an assessment questionnaire and recorded descriptively qualitatively. This data aims to explore and describe in detail the assessments given by teachers and students. (1) Expert assessment/validation: using an assessment questionnaire conducted by two experts on the resulting learning sets. The analysis at this stage aims to determine whether the resulting learning set is good; (2) Assessment by the teacher: using an assessment questionnaire conducted by the teaching teacher on the resulting learning sets. The analysis at this stage aims to determine whether the resulting learning set is good; (3) Assessment by students: using assessment questionnaires conducted by students on the resulting learning sets. The analysis at this stage aims to determine whether the resulting learning set is good.

## **RESULTS**

### **Prototype of model**

This study produced three learning sets : lesson plans, worksheets, and video animations. Materials (themes) are based on the needs of teachers and students, including greeting (aisatsu), self-introduction (jikoshoukai), numbers (suuji 1- 20), color (iro), day (youbi), body parts (karada), own family (watashi no kazoku), other's family (diah san no kazoku), numbers (suuji 21-100), age (nenrei), birthday (tanjoubi), time (jikan), vehicle/transportation tool (norimono), name of objects in class (kyoushitsu no naka de), and the name of the room in the school (gakkou de).

Each theme contains three learning stages in the lesson plan: (1) *Dounyuu* (introduction stage) is an understanding process. At this stage, students are asked to observe video animations to find concepts (grammar/expressions, vocabulary). To find concepts in videos, students are required to collaborate with their friends and practice critical thinking skills using existing resources. The discussion results are then presented to see the students' understanding; then the teacher provides reinforcement. (2) *Kihon Renshuu* (basic training stage) is a remembering process. At this stage, fun activities are carried out to remember the material they understand at the *dounyuu* stage (vocabulary, grammar/expression), the activities such as group games, and other activities. (3) *Onyuu*

*Renshuu* (using/application practice) is a process of using concepts by students. At this stage, students are required to apply the concepts they have learned at the *dounyuu* and *kihonrenshu* stages. The provided activities include conducting conversations, interviews, or doing small projects. As in the *Gakkou* theme, students are asked to make a school plan and then present it in front of the class. So students are also required to collaborate with their friends.

In the video animations, conversations, or vocabulary introductions related to each material/theme. The end of the video is always followed by a question that students in the group must answer. To answer the questions, students must understand the vocabulary and grammar/expressions, and understand the questions themselves. So students are required to think critically to be able to answer the questions. An example of the following video image is a child who introduces her family members and their age through the photos she carries. At the end of the video, the child asks about the age of the video audience (students).



**FIGURE 2.** *Introduces family members*



**FIGURE 3.** *Explain family age*

In the worksheet, there are three activities in each chapter/theme with easy, medium, and difficult levels. So this worksheet can be used by all schools that introduce Japanese in different grades. With the level of difficulty in the activity, the teacher will be easier to choose activities according to the grade, or students' cognitive development. The worksheet is equipped with interesting pictures and simple and exciting instructions, so students will not get bored using it. In addition, each task is equipped with an explanation of tools or materials that must be prepared before carrying out activities.

After learning sets have been completed, it is continued at the next stage, namely development, which is the stage of testing the validity of the learning set. At this stage, the validity of the learning set is tested both in terms of the substance of the material and empirically as a basis for revision. This stage includes two stages: Expert appraisal, which an expert evaluates. Feedback from experts is used to improve learning materials to be more precise, effective, useful, and have quality techniques. The following are the results of expert validation on the resulting Learning Set.

## Results of expert validation of lesson plans

The value of the feasibility of the lesson plans by the expert is 96.25% in the Very Appropriate category. The results of the feasibility evaluation that have been assessed by expert evaluators per assessment indicator are as follows.

**TABLE 2.** *Expert validation results on lesson plans*

Assessment Indicators	Number of Assessment Items	Average Score from expert (in %)			Category
		1	2	Average (in %)	
Lesson plans components are following the demands of the new curriculum	1	100	100	100	Very feasible
In the lesson plans, 21st-century skills, and literacy have emerged	1	100	100	100	Very feasible
Clarity of basic competence	1	100	100	100	Very feasible
Suitability of indicators with basic competencies	1	80	100	90	Very feasible
Conformity of objectives with basic competencies	1	80	100	90	Very feasible
The suitability of the formulation of learning materials with basic competencies	1	100	100	100	Very feasible
Suitability indicators of achievement with learning material	1	80	100	90	Very feasible
Suitability of material with learning objectives	1	80	100	90	Very feasible
The accuracy of selecting learning media with learning materials	1	100	100	100	Very feasible
Utilization of technology as a learning medium	1	100	100	100	Very feasible
Suitability of the learning model with a goal	1	80	100	90	Very feasible
Selection of learning models following the demands of the new curriculum (critical thinking)	1	100	100	100	Very feasible
Clarity of learning steps	1	100	100	100	Very feasible
Learning steps require the formation of 21st-century skills, literacy	1	100	100	100	Very feasible
The accuracy of assessing learning objectives or basic competencies	1	80	100	90	Very feasible
The assessment is following the new curriculum	1	100	100	100	Very feasible
<b>Total</b>				<b>96,25</b>	<b>Very feasible</b>

## Results of expert validation of worksheets

The feasibility score of worksheets by experts is 97.84% in the Very Appropriate category. The results of the feasibility evaluation that have been assessed by expert evaluators per assessment indicator are as follows.

## The results of expert validation on video animation

The media eligibility score by the expert is 91.7% in the Very Appropriate category. The results of the media feasibility evaluation that have been assessed by expert evaluators per assessment indicator are as follows.



**TABLE 3.** *Expert validation results on worksheets*

Assessment Indicators	Number of Assessment Items	Average Score (in %)		Average (in %)	Category
		1	2		
Didactic Eligibility	17	95,5	98	96,75	Very feasible
Construction Feasibility	12	99,16	100	99,58	Very feasible
Technical Feasibility	21	96,8	97,6	97,2	Very feasible
<b>Total</b>				<b>97,84</b>	<b>Very feasible</b>

**TABLE 4.** *Expert validation results on video animation*

Aspect of assessment		Score	Information
Media Display	Clarity of choice of background according to material	3	agree
	Image selection accuracy with the material	4	strongly agree
	Image size on media is appropriate	4	strongly agree
	Image clarity on media	4	strongly agree
	Presentation of images that attract students' attention	3	agree
Content in the Media	The suitability of the image with the characteristics of elementary school children	4	strongly agree
	The choice of vocabulary in the media is appropriate for the elementary level	4	strongly agree
Media Efficiency	Media can help in learning Japanese at the elementary level	4	strongly agree
	Media can help students understand Japanese	4	strongly agree
Media quality	Interesting media to increase the motivation of elementary school children to learn Japanese	3	agree
	The voice in the media is clear and appropriate	3	agree
	The vocabulary and images on the media are appropriate so that students understand easily	4	strongly agree
<b>Total</b>		<b>91,7</b>	<b>Very feasible</b>

Based on input from experts on lesson plans, worksheets, and animation media, the next stage is carried out, namely field trials. Where the test results look like the following.

**TABLE 5.** *Descriptive analysis result*

	N	Average	Deviation Std.
Pretest	35	77.8857	1.52954
Posttest	35	81.4857	2.21454

**TABLE 6.** *Data normality*

Normality (Kolgomorov-Smirnov)		
	Statistic	Sig.
Pretest	.167	.015
Posttest	.153	.037

The table above shows that the average value obtained at the pre-test was 77.88 with a standard deviation value of 1.529. While in the post-test, it was obtained 81.48 with a standard deviation value of 2.214. From the results of the descriptive analysis, it can be said that the post-test score is higher than the pre-test. A mean comparison trial was carried out to find out whether there is a significant difference in the mean between pre-

test and post-test. Previously, data distribution analysis (normality) was carried out. The results can be seen in the following table.

The data is said to be normally distributed if the Sig. is shown to be greater than 0.05. From the analysis on the normality table, the Sig value was 0.015 for the pretest and 0.037 for the posttest. So it can be concluded that the Sig. for the pretest and posttest was below 0.05 so the data were not normally distributed. Looking at data that were not normally distributed, the analysis of the difference in the mean used was the non-parametric Wilcoxon Sign Rank Test. The results are presented in the following table.

**TABLE 7.** *Average difference analysis*

Difference in average	Wilcoxon Signed-Rank Test
-3.600	0,001

The average difference analysis table, the difference value is -3.600 with Sig. 0.001. A significant difference in the mean value can be identified if the Sig. less than 0.05. So it can be said that there is a significant difference in the mean value between the pretest and post-test. Thus it can be concluded that there is an influence on student scores using the resulting learning set.

Based on the results of the validity test of the learning set, it can be seen that the effectiveness of the learning set is in the form of lesson plans, worksheets, and animation media for learning Japanese. Apart from being based on the validity test in terms of quantity, the assessments carried out by the teacher and students showed that the lesson plans and the resulting animation media were indeed very suitable for use in learning Japanese at the elementary level. Seen the following table.

### Results of Teacher and Student Assessment of Media

**TABLE 8.** *The results of the assessment of the media by the teacher*

	Assessment Aspects	Rating result	Information
Scope	Depth of Material (Vocabulary used)	3	agree
	Appropriateness of vocabulary in elementary school level material	3	agree
	Depth of Material (meaning of each vocabulary used)	4	Strongly agree
Accuracy of Material (suitability and precision)	The correctness and accuracy of the pictures are following the vocabulary of the media	3	agree
	The material is following the stage of learning Japanese	3	agree
Presentation Components	The presentation of images or animation in the media is following the material	3	agree
	Presentation is communicative and interactive	4	Strongly agree
	The presentation of animation can make it easier for learners to understand the material	4	Strongly agree
Media Display	Clarity of choice of background according to material	4	Strongly agree
	Image selection accuracy with the material	3	agree
	Image size on media is appropriate	3	agree
	Image clarity on media	3	agree
	Presentation of images that attract students' attention	3	agree
<b>Total</b>		<b>82,7</b>	<b>Very feasible</b>

**TABLE 9.** *The results of the assessment of the media by students*

Indicators	Number of respondents (Agree)	Percentage	Category
The media that has been displayed is attractive and easy to understand	36	100%	Very feasible
This learning media makes it easier for me to learn the subject matter	36	100%	Very feasible
By using this learning media my interest in Japanese has increased	26	72%	feasible
If this learning media is used, I will love to learn Japanese	30	83%	Very feasible
<b>Total</b>		<b>88,76%</b>	<b>Very feasible</b>

**TABLE 10.** *The results of the assessment of the lesson plans by the teacher*

Indicators	Number of respondents (Agree)	Average (in%)	Category
Lesson plans components are following the demands of the new curriculum	1	80	Feasible
In the lesson plans, 21st-century skills, and literacy have emerged	1	100	Very Feasible
Clarity of basic competence	1	80	Feasible
Suitability of indicators with basic competencies	1	80	Feasible
Conformity of objectives with basic competencies	1	80	Feasible
The suitability of the formulation of learning materials with basic competencies	1	80	Feasible
Suitability indicators of achievement with learning material	1	80	Feasible
Suitability of material with learning objectives	1	80	Feasible
The accuracy of selecting learning media with learning materials	1	80	Feasible
Utilization of technology as a learning medium	1	100	Very Feasible
Suitability of the learning model with a goal	1	80	Feasible
Selection of learning models following the demands of the new curriculum (critical thinking)	1	100	Very Feasible
Clarity of learning steps	1	80	Feasible
Learning steps require the formation of 21st-century skills, literacy	1	80	Feasible
The accuracy of assessing learning objectives or basic competencies	1	80	Feasible
The assessment is following the new curriculum	1	80	Feasible
The use of language in the lesson plans is very clear	1	100	Very Feasible
Completeness of the assessment instrument	1	80	Feasible
<b>Total</b>		<b>84.44%</b>	<b>Very Feasible</b>

**TABLE 11.** *The results of the assessment of the worksheets by the teacher*

Aspect (Assessment Indicator)	Number of Assessment Items	Rating Score (in%)	Category
Didactic Eligibility	15	87,08	Very Feasible
Construction Feasibility	12	83,67	Very Feasible
Technical Feasibility	21	96	Very Feasible
<b>Total</b>	<b>48</b>	<b>88,91%</b>	<b>Very Feasible</b>

**TABLE 12.** *The results of the assessment of the worksheets by students*

<b>Aspect (Assessment Indicator)</b>	<b>Percentage</b>	<b>Category</b>
I like the pictures in the worksheets because it's interesting.	100%	Very Feasible
The language in worksheets is easy to understand.	94,87%	Very Feasible
I have studied the material in the worksheets so it's easy to understand.	89,74%	Very Feasible
I like the activity because it is fun and interesting.	83,33%	Very Feasible
I like studying with worksheets	89,74%	Very Feasible
<b>Total</b>	<b>91,79%</b>	<b>Very Feasible</b>

In the lesson plans assessment, the teacher assessed 84.44% with a very decent category. In the animation media assessment, the teacher assessed 82.7% with a very decent category, while students assessed 86.56% that the media produced was very feasible. In the worksheet assessment, the teacher assessed 88.91% with a very decent category, while the students assessed 91.79% that the media produced was very feasible.

### **Impact**

With the validation results and assessment results presented above, it can be seen that the learning set developed in this study can be used as a guide in the Japanese language learning process at the elementary level. By using this learning set, the teacher will be greatly assisted in conducting fun learning according to students' characteristics (preferring to 'learn by doing') and accommodating the demands of the 2013 curriculum, collaboration, and critical thinking.

### **DISCUSSION**

Learning Japanese in elementary schools in Bali is still limited to private elementary schools, where Japanese is used as an attraction for prospective students or, in this case, parents of students to send their children there. Apart from English, Japanese is the first choice of foreign language mastery ;, even four schools provide Japanese from first grade. Giving Japanese language lessons at the elementary level, even from grade one, requires a different method when compared to the language learning method for adults, especially in implementing the new curriculum in this learning.

Given these problems, it is important to produce a Learning Set that follows the characteristics of elementary school children and can improve 21st-century skills. How to guide students to be able to find their concepts from the given material so that elementary students' critical thinking skills can be appropriately honed. Learning sets refer to the syllabus, lesson plans, worksheets, performance appraisal, and student ability assessment sheets (Listyawati, 2012). In contrast, Listyawati, (Susanto, 2012) only mentions learning sets in the syllabus, lesson plans, worksheets, teaching materials, models, learning media, and learning outcomes tests. In the new curriculum, several Learning sets are mentioned, including syllabus, lesson plans, worksheets, assessment instruments, teaching material books, portfolio bundles as evaluation materials, learning media, and so on. In this research, a learning set will be developed according to the needs in the field, which the set developed are lesson plans, worksheets, and animation media.

In research on the implementation of the new curriculum for Japanese language learning in elementary schools (Mardani et al., 2020) the introduction of Hiragana and Katakana letters had two conflicting responses. On the one hand, students feel that these letters are an attraction in learning Japanese, but on the other hand, some students express their dislike of Japanese because they find it difficult to learn Hiragana and Katakana letters; this is certainly a consideration in the development of Japanese for elementary school children. For this reason, on the learning set being developed, the

material was introduced not using Japanese characters but in practice, it could be done flexibly according to school policy.

Each school provides Japanese language lessons in different classes, as a result, the appearance of a material at each grade level will be different in each school. Nevertheless basically, the whole material given is the same. Based on the teacher's opinion, various themes must appear in learning Japanese at the elementary level. The material provided is material based on teachers' and students' needs, including *Aisatsu*, *Jikoshoukai*, *Suuji*, *Iro*, *Youbi*, *Karada*, *Watashi no Kazoku*, *Diah san no Kazoku*, *Suuji (2)*, *Nenrei*, *Tanjoubi*, *Jikan*, *Norimono*, *Kyoushitsu*, and *Gakkou*. The introduction of sequential learning themes from those closest to the student environment to a broader one. Long (Haznedar & Uysal, 2010) said that several studies show that children who start learning a foreign language at the age of 6 will be able to master the foreign language closer to the native in phonology. other studies show, that older learners are faster at learning grammatical and lexical components because of their higher levels of cognitive maturity and analytical skills (Haerley & Wang in (Haznedar & Uysal, 2010). This becomes the basis for introducing vocabulary and sentence patterns in each of the above themes.

Lesson plans are prepared according to the stages of learning basic Japanese, namely *Dounyuu* (introduction stage) *Kihon Renshuu* (basic training stage), and *Onyuu Renshuu* (using/application practice). So that the learning process will go through the process of *wakaru* (understanding), *oboeru* (remembering), and *tsukau* (using). Also, the learning strategies used in these lesson plans are adapted to the characteristics of elementary school children, namely learning by doing. So that the learning steps in the lesson plans are made so that they can implement collaborative learning which requires students to use critical thinking in completing the given tasks.

Animated video-based Japanese learning media was created to support the teaching and learning process of Japanese at the elementary school level. This animated video is made with interesting characters and storylines. The animated video is made using simple Japanese expressions which are expected to be easily understood by students. This learning media is made students think critically and creatively. Students are expected to be able to learn Japanese through this animated video and are expected to think and look for what is meant by the material contained in the animation video. Although some students (ten participants) did not agree that using this media increased their interest in Japanese, in the implementation of learning, the media also had effectiveness in facilitating collaborative learning.

In worksheets, each material is made of three activities for students at the initial, intermediate, and upper levels, which require student collaboration in carrying out activities. It aims to provide options for teachers to provide activities to students according to the grade level. The introduction of the Japanese language at each school has different class levels with the assumption, if learning is given to grade one then the initial level activities can be provided by the teacher. However, if it starts in grade three or four, the teacher can choose middle or upper activities according to the students' cognitive abilities. 21<sup>st</sup>-century skills can be seen from the existence of collaborative activities by students, activities that require creativity and innovation, activities that require students to communicate the results of their activities, and providing activities that require students to think critically according to their learning development. This critical thinking activity is presented in the worksheets in the form of questions that do not directly provide answers but questions that require students to think more critically to answer them. These worksheets are also presented with interesting activities, pictures, and writing so that students at the elementary level do not get bored quickly.

The development of a learning set that is carried out by students to learn in collaboration so that all the learning sets produced can guide students to have 21<sup>st</sup>-century skills. Also, the material provided is only around the students' environment so that they are familiar with the material given.

Japanese writing was not introduced in the lesson plans and the media. This is following the opinion of students who state that the Hiragana and Katakana letters are difficult. In Japan itself, students who learn Japanese from scratch/zero experience difficulties in learning Hiragana and Katakana letters effectively (Iwamoto, Ito, & Ide, 2016), so a particular method is needed to recognize these letters. When students claim that it is difficult to learn the material, this certainly affects their anxiety in learning Japanese. As mentioned by Horwitz et al (in Liu & Chen, 2013) that 'foreign language anxiety is a distinct set of beliefs, perceptions, feeling in response to foreign language learning in the classroom'. Where anxiety about foreign languages will also affect the multiple intelligences, learner attitudes, and perceived competence in young learners. But even so, the implementation depends on the policy of each school because the lesson plans made are flexible where the teacher can add/replace material using Japanese characters.

## CONCLUSION

Learning set in the form of lesson plans, worksheets, and animation media for Japanese language learning that is produced contain activities that require students to collaborate and think critically, following the provision of the new curriculum implemented in Indonesia. The goal is that students can learn by doing with their friends, following the level of development of children who still want to play. Based on the validity test results, it can be seen that this learning set has been tested for its effectiveness. The assessments carried out by teachers and students show that the lesson plans, worksheets, and animation media are suitable for learning Japanese at the elementary level.

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