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EFFECTIVENESS OF BLENDED LEARNING WITH THE FLIPPED CLASSROOM MODEL ON *SHOCHUUKYUU BUNPOU* IN 21TH-CENTURY DYNAMICS SKILL TOWARDS JAPANESE LANGUAGE EDUCATION STUDY PROGRAM MUHAMMADIYAH UNIVERSITY PROF. DR. HAMKA

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Abstract

This research is learning using Blended learning with the Flipped classroom model that aims to analyze the effectiveness of Blended learning with the Flipped classroom model in *Shochuukyuu bunpou* courses in the second semester students of the Japanese Language Education Study Program Muhammadiyah University Prof. DR. HAMKA 2019-2020. The model used in this research is a quasi experiment with a pre-test post-test one group design. The sample in this research is 20 respondents in class 2. The m test result between the lecture model and the Flip The Teacher model is the Sig. Value (2 tailed) is 0.000 smaller than the 0.05 significance level. Then, it can be concluded that there are significant differences in students learning outcomes between using the lecture model and the Flip The Teacher model. From the Normalized Gain test result, the Normalized Gain score for the Flip The Teacher model is 0.369, which is this model has moderate effectiveness. It can be concluded that the percentage effectiveness of the lecture model is smaller than the Flip The Teacher model in *Shochuukyuu Bunpou* courses in the second semester students of the Japanese Language Education Study Program Muhammadiyah University Prof. DR. HAMKA 2019-2020.

Keyword : *Shochuukyuu Bunpou*, Bended Learning, Flip The Teacher Model

In 21th-Century Dynamics Skill, learning and innovation skills 4C for learners consisting of Critical Thinking, Collaboration, Communication and Creativity. Learning outcomes that are expected to be acquired by learners in their lives and careers, namely: 1) Flexibility and adaptability, 2) Initiative and self – directed, 3) Social skills and have a cross – cultural sensitivity, 4) Productivity and Accountability, 5) Soul leadership and responsible. (Arifin Syamsul.2020). Wijayya (2012) developed a web-based e-learning learning model with the principle of e-Pedagogy in improving learning outcomes, showing that web-based e-learning learning has an impact on student motivation in learning, enthusiasm to search and find, think critically and logically. Guy and Wishart (2010) adopted a different teaching approach for students taking online lectures in the United States, they changed the online classroom teaching strategy to blended learning and the results found that the blended learning strategy had better results than online learning. (Vera Yulianti, Ilza Mayuni, Ninuk Lustyantie, 2019) Development of Information and Communication Technology enables people to communicate in real time, regardless of time and location differences. Thus, this development can emerge as an alternative solution for students who face

several obstacles to study abroad. Based on the above, the right learning model is expected to be able to answer the effectiveness of Shochukyuu Bunpou learning is Blended learning with the Flipped Classroom model. Blended learning can facilitate students learning so that they can learn more freely anytime and anywhere outside their face-to-face studying hours, while also being able to provide learning access to more flexible and diverse learning resources. Students can discuss and exchange learning experiences anytime and anywhere, both with fellow students and with lecturers. Lecturers can provide learning assistance and ensure that students study outside their face-to-face learning hours, for example by providing online study assignments, and then discussing them during face-to-face learning hours (FlippedClassroom model). And then learning is more effective and efficient, students can adjust and choose learning activities according to their learning styles. Learn more *"Tech - Savvy",* connected globally (in cyberspace), rich in learning resources, flexible and smarter, and tolerant of diverse cultures and learning styles

In learning Japanese, (Septianingsih & Karnawati, 2019), in order to be able to communicate well, using proper grammar is so importance, so the meaning that want to be conveyed can be conveyed properly. In the Japanese language learning, grammar is called Bunpou. In learning bunpou, the difficulty in memorizing grammar is often experienced by Japanese language learners, in addition to the large number of sentence patterns, it is often also found the meaning of the same grammar but has a different meaning. This difficulty will affect other abilities such as writing, speaking, listening and reading. So we need a model that suits these needs.

The learning model that is currently being intensively applied is Flipped Classroom model. According to Rindaningsih (Rindaningsih, 2018) the research that use the flipped classrooms for learning planning courses, is an effective strategy in maximizing the responsibility of students exploring learning material online so as to support motivation and produce maximum projects. Meanwhile, according to Saputra and Mujib (Saputra & Mujib, 2018) in the research use the flipped classroom as understanding concepts, the ability to understand mathematical concepts of students with the flipped classroom model by using video learning is better than teaching learning models. There are many advantages of using flipped classroom, one of which is mentioned by Sojayapan and Khlaisang (Sojayapan & Khlaisang, 2018), that is the advantages of promoting team learning ability, and learning models that are more future-oriented. In the use of Flipped Classroom itself, there is a technique that is Flip the Teacher. Flip the teacher technique has significant implications in terms of developing practical skills and competencies that help in students's work abilities. (Comfort & James McMahon, 2014). According to Graziano, (B. Wayne Bequette. 2018) the application of peer tutoring in flipped classrooms is students watching videos and listening to podcasts or creating their own content from textbooks. All students are required to watch videos and podcasts at home or in campus before class each week. Students voluntarily volunteered to teach lessons about selected chapters selected from textbooks and videos as well as required podcasts that accompany each chapter. Graziano also added that the application of peer tutoring or Flip the Teacher can show the results that flipped lessons taught by students are interactive and fun, and students become more productive and enthusiastic in class. (Graziano, 2017). Ahdiyat and Sarjaya mention the effectiveness of peer tutoring, namely student learning outcomes by using peer tutoring method increased, so that it can be a method used by teachers in giving Mathematics lessons (Ahdiyat & Sarjaya, 2017)

In this covid-19 Pandemic era, where learning was based on e-learning by using a variety of platforms, one of which is Blended Learning model learning with the flipped classroom method. The definition of flipped learning is divided into two that are asynchronous outside the classroom and synchronous inside the classroom. When the asynchronous process is independent, the lecturer performs the activities of seeing, reading, listening, paying attention to learning objects in various types and formats of digital media, and then asynchronous collaborative, the

students criticizing, discussing, evaluating, comparing, researching and others mediated by collaborative technology such as platforms LMS like google classroom, WAG, etc. After that, they will enter the virtual synchronous stage, lecturers and students conduct discussions, dialogues, question and answer demonstrations with lecturers through synchronous technology such as Zoom, Webex etc. The final stage is direct synchronization with lecturers in class, face to face with discussions, questions and answers, demonstrations, simulations, practices, case studies, problem solving, etc. (Iwayan Gede Narayana: 2016), The use of technology in this situation now, of course is to be able to better convey knowledge to learners and be able to provide better scientific influence. Synchronous and Asynchronous learning methods are becoming the most widely used methods to interact in the learning environment, where the advantage is the students can share knowledges in wherever places and whenever times.

Based on the above, the right learning model is expected to be able to answer the effectiveness of Shochuukyuu bunpou learning is the Blended Learning rotation model with the Flipped Classroom method. The novelty of this research is that it refers to a lecture method approach whose more centered on teacher changed to student centered. Asynchronous learning activities where the lecturer searches and discovers material content from the internet or self-developed, then goes to collaborative asynchronous learning activities. During collaborative asynchronous lecturers conduct fostering activities with efforts to facilitate cognitive, social and teaching presence. Community of inquiry is 1) the presence of learning by presenting discussion issues, giving discussion, directing discussion, 2) cognitive presence, stimulating curiosity, exchanging information, connecting ideas and implementing ideas, 3) social presence with appreciation, friendly, open, constructive cohesion, motivation etc.

METHOD

Quasi – experimental models used are quantitative approaches. This type of research is a type of quantitative inferential and descriptive research which aims to determine the effect and relationship between two or more variables. This research uses a pseudo experimental design (pseudo experiment) which investigates the relationship between two or more variables. This study uses an experimental class without a control class. The experimental class will be treated with the lecture model technique and the flip the teacher technique.

The technique in this research is a simple correlation technique that is used to find the relationship between X and Y. Then it can be searched which variable X is more effective effect on Y. This research was conducted four times face to face with the experimental class, and twice testing namely pre-test and post-test. The experimental class is class 2 consisting of 20 respondents. The experimental class was given *the flip the teacher technique treatments*. Data testing was performed on SPSS 25 starting from the normality test using *Shapiro Wilk*, homogeneity test using *Mann Whitney*, the m test to determine whether there were significant differences between the results of one test with another, and then the *normalized gain* test to determine the increase in test results.

RESULTS AND DISCUSSION

A. Starting a learning process using Blended Learning with the Flipped classroom model, you must first prepare a learning tool, starting with the Semester Learning plan, the RPS prepared for the Shochukyuu Bunpou course is as follows:

	MUHAMMADIYAH UNIVERSITY PROF. DR. HAMKA **FACULTY OF TEACHER TRAINING AND EDUCATION** **PROGRAM OF JAPANESE EDUCATION STUDIES**	**Document Code**

SEMESTER LEARNING PLAN

SUBJECT	**CODE**	**SUBJECT GROUPS**	**WEIGHT (SKS)**	**SEMESTER**	**Compilation Date**
			3	**2**	January 2020

AUTHORIZATION	**RPS Developer**	**RMK Coordinator**	**Head of the study program**
	Rita Agustina Karnawati M.Pd		Rita Agustina Karnawati, M.Pd

Learning Outcomes O)	**CPL - Study programs charged to subjects**		
	CPL1	S1	Piety to GOD is Almighty and can show Religious attitude
		S5	Respect the diversity of cultures, views, religions, and beliefs, as well as other people's original opinions or findings
		KU1	Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies the value of humanities in accordance with their fields of expertise;
		KK1	Able to speak receptive and productive Japanese in everyday / public, academic, and work contexts,
		P1	Mastering basic concepts of language,

		language skills, language learning, language research, and Japanese language education research
	Course Learning Outcomes (CLO)	
	CLO1	M1 Students are able to Master Grammar in Japanese (KK1, P1) M2 Students are able to Master Japanese vocabulary, vocabulary and expressions (S5, S11, KK1, P1) M3 Students are able to practice making examples of sentence patterns and discussions every TM (P1, S11, KU1, KK1)
	Final ability of each learning phase (Sub – CPMK)	
	Sub – CPMK1	
	Sub – CPMK2	
Brief Description of Subject	The *Shochukyu Bunpo* course discusses material on Japanese Grammar with an emphasis on Sentence Patterns (*Bunkei*) and Phrases (*Hyougen*) and the use of Japanese Basic Vocabulary I (approaching level 3 (N – 4) *Nihongo Nouryoku Shiken*). The material presented in the form of lecture books that contain sentence patterns, along with the use of related particles, Changes in Words (*Hyougen*), as well as a number of relevant vocabulary to be applied to other language skills courses, especially in *Kaiwa*, *Dokkai*, *Choukai*, *Sakubun* and *Honyaku*. To attend this course, students are required to have graduated in the *Shokyu Bunpou* course	
Study Materials: Learning Materials	Vocabulary (*Goi*), Sentence patterns (*Bunkei*) and Phrases (*Hyougen*)	
References	**Main :**	
	Yone Tanaka, dkk. 2000. *Minna no Nihongo I* Yone Tanaka, dkk. 2000. *Minna no Nihongo I*. Suriiee Netto Waaku	
	Supporters:	
	Link Minato JF	
Supporting lecturer	Rita Agustina Karnawati, M.Pd	
Requirements subject	*Shokyuu Bunpou*	

Week	The final ability of each learning phase (Sub–CPMK)	Assessment	Learned, Learning model, Student Assignment, [Estimated time]		Learning materials [References]	Rating Weight (%)	
		Indikator	Criteria	Luring (*offline*)	Daring (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students are able to explain the pattern of desire sentences by using verbs and nouns	Able to express desires Able to state the purpose of going / coming / going home	**Criteria :** accuracy and mastery Non test form: - Duty - Practice	Discussion and presentation Synchronous [TM: 1x(3x50")]	Flipped Classroom ASynchronous BM (3x60") PT (3x60") Search the minato JF link or channel on Youtube or DIY (Do It Your Self)	1.わたしは パソコンが 欲しいです。 2.わたしは てんぷら（を/が）食べたいです。 3.わたしは フランスへ 料理を 習いに 行きます	50
8	**Mid Semester Evaluation / Mid Term Test**						
9	Students are able to identify past negative sentence patterns by using adjectives and verbs	Able to express sentences with existing adjectives	**Criteria :** accuracy and mastery **Non test form:** Duty practice	Discussion and presentation Synchronous [TM: 1x(3x50")]	Flipped Classroom ASynchronous BM (3x60") PT (3x60") Search the minato JF link or channel on Youtube or DIY (Do It Your Self)	1. サントスさんはパーティーに来なかった。 2. 日本は物価が	**50**

						高い。 3. 沖縄の海はきれいだった。 きょうは僕の誕生日だ。	
16	**Final Semester Evaluation / End Semester Exams**						

Note :

1. Learning Achievement of PRODI Graduates (CPL-PRODI) is the ability possessed by every PRODI graduate which is an internalization of the attitudes, mastery of knowledge and skills in accordance with the level of the study obtained through the learning process.
2. CPL that is charged on the course are some of the learning achievements of graduates of study programs (CPL – PRODI) which are used for the formation / development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. CP Subject (CPMK) is the ability specifically described from the CPL charged to the course and it is specific to the study material or study material of the course.
4. Sub – CP Subjects (Sub – CPMK) are abilities that are specifically described from CPMK that can be measured or observed and are the final abilities planned at each stage of learning and they are specific to the subject matter of learning the course.
5. Indicators of ability assessment in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. Assessment Criteria is a benchmark used as a measure or benchmark of learning achievement in assessment based on predetermined indicators. Assessment criteria are guidelines for appraisers so that judgments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. Form of assessment : test and non – test.
8. Forms of learning : Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and / or other equivalent forms of learning.
9. Learning Models : Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self – Directed Learning, Flipped Classroom, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent models.
10. Learning Material is the details or description of the study material which can be presented in the form of several subjects and sub – points of discussion.
11. Assessment weight is the percentage of assessment of each achievement of the sub – CPMK, the amount of which is proportional to the level of difficulty in achieving the sub – CPMK and the total is 100%.

12. TM = Face to Face, PT = Structured Assignment, BM = Self Learning descriptive

B. Data Analysis

The data description of this study consisted of the independent and dependent variables. The independent variable data is the *flip the teacher* technique and the dependent variable is *Shochyuukyuu bunpou.* This descriptive test uses SPSS *Statistics 25*. The following results from the analysis of the *pre – test* and *post – test* data :

Tabel 1 : Pretest scores

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Hasil	20	65	80	69.75	4.723
Valid N (listwise)	20				

In the descriptive statistics for pre-test scores, an average of 69.75 was obtained with a minimum value of 65 and a maximum value of 80.

Tabel 2 : Post-test scores

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Hasil	20	70	90	80.75	6.703
Valid N (listwise)	20				

In the descriptive statistics for the pre – test values, obtained an average of 80.75 with a minimum value of 70 and a maximum value of 90.

C. Normality Test

Tabel 3: Normality Test

Tests of Normality							
		Kolmogorov – Smirnov[a]			Shapiro – Wilk		
	Kelompok	Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Pre test	.243	20	.003	.838	20	.003
	Post test	.187	20	.065	.922	20	.108
a. Lilliefors Significance Correction							

H0 : Normal Distributed Data

H1 : Data is not normally distributed

Based on the output table, the value of df (degrees of freedom) is 20, then this value is less than 50 so the test used is the Shapiro Wilk Normality Test. This test has the following conditions:

If Sig value > 0.05 then H0 is accepted

If the Sig value < 0.05 then H0 is rejected

Pre – test data sign value on Shapiro Wilk is 0.003 which value is lower than 0.05 then H0 is rejected and H1 is accepted so the data is not normally distributed. While the post test data the value of sig on Shapiro Wilk is 0.108 which value is higher than 0.05 then H0 is accepted, that is normal distribution data.

Because one of the data is not normally distributed, the data is non-parametric.

D. Homogeneity Test

Tabel 4: Homogeneity Test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	3.556	1	38	.067
	Based on Median	3.135	1	38	.085
	Based on Median and with adjusted df	3.135	1	35.456	.085
	Based on trimmed mean	3.443	1	38	.071

H0 : Data has homogeneous variance
H1 : Data has a non – homogeneous variance
This test has the following conditions:
If Sig value > 0.05 then H0 is accepted
If the Sig value < 0.05 then H0 is rejected
Based on the output, the sig value based on mean is 0.067, it means that this value is greater than the significance level used which is 0.05, so H0 is accepted, so it can be concluded that the data has a homogeneous variant

E. Hypothesis Test
Because one of the data is not normally distributed, so the data includes non-parametric data. So the t test cannot be used to find out whether or not there is a significant difference between one data and another data, so to find out whether or not there is a significant difference between one data and another data, the test used is *the Mann Whitney test.*

Tabel 5: Test of Hypothesis

Ranks				
	Kelompok	N	Mean Rank	Sum of Ranks
Hasil	Pre test	20	12.55	251.00
	Post test	20	28.45	569.00
	Total	40		

Test Statistics[a]	
	Hasil
Mann-Whitney U	41.000
Wilcoxon W	251.000
Z	-4.365
Asymp. Sig. (2-tailed)	.000
Exact Sig. [2*(1 – tailed Sig.)]	.000[b]
a. Grouping Variable : Kelompok	
b. Not corrected for ties.	

H0 : There is no significant difference between the pre – test and post – test scores
H1 : There is a significant difference between the pre – test and post test scores
This test has the following conditions:
If Sig value > 0.05 then H0 is accepted

If the Sig value < 0.05 then H0 is rejected

On the output results, it can be seen in the statistical test table on *the Asymp point. Sig (2 – tailed)* data has a value of 0,000 where this value is smaller than the significance level used is 0.05 so that H0 is rejected and H1 is accepted, there is a significant difference between the pre – test value and the post – test value.

F. Normalized Gain Test

This test is used to determine the level of effectiveness of a data, following the results of normalized gain testing using SPSS.

Tabel 7: Normalized Gain Test

Descriptives					
	Team			Statistic	Std. Error
NGainScore	Class of 2A	Mean		.3690	.03841
		95% Confidence Interval for Mean	Lower Bound	.2886	
			Upper Bound	.4494	
		5% Trimmed Mean		.3650	
		Median		.3667	
		Variance		.030	
		Std. Deviation		.17180	
		Minimum		.14	
		Maximum		.67	
		Range		.52	
		Interquartile Range		.28	
		Skewness		.310	.512
		Kurtosis		-.947	.992
NGainPercent	Class of 2A	Mean		36.9000	3.84147
		95% Confidence Interval for Mean	Lower Bound	28.8597	
			Upper Bound	44.9403	
		5% Trimmed Mean		36.5026	
		Median		36.6667	
		Variance		295.138	
		Std. Deviation		17.17959	
		Minimum		14.29	
		Maximum		66.67	
		Range		52.38	
		Interquartile Range		27.83	
		Skewness		.310	.512
		Kurtosis		-.947	.992

Based on Normalized Gain Test Output, the Normalized Gain Value or N Gain Score is 0.369

Nilai Gain Ternormalisasi	Interpretasi
$-1.00 \leq g \leq 0.00$	Terjadi Penurunan
$g = 0.00$	Tetap

$0.00 < g < 0.30$	Rendah
$0.30 \leq g < 0.70$	Sedang
$0.70 \leq g \leq 1.00$	Tinggi

If interpreted by a normalized gain table (Sundayana : 2018), then this technique has moderate effectiveness, while the percentage of effectiveness is 37%.

CONCLUSION

Before treatment using the Flipped classroom experimental model, experimental class has an average value of 69.75. However, after treatment using the flip the teacher model, the experimental class has increase in learning outcomes by about 37%. This means that the use of flip the teacher technique is effective in improving bunpou learning outcomes in the Shochyuukyuu bunpou course in UHAMKA Japanese Language Education semester IV 2019 – 2020 students. And then, the Blended learning model with Flipped classroom, was felt to be effective and innovative, where the Asynchronous independent process of lecturers provided material and collaborative Asynchronous, the material was transferred to students during the covid-19 pandemic. The fostering process of activities in this collaborative Asynchronous, students are expected to be active in accordance with the objectives of the flipped classroom, also When the Synchronous process, the lecturer is only a moderator, while students are more active in learning activities.

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