Educational Media in Japanese Language E-Learning: Teacher Selection/Preparation and Perception

Desak Made Sri Mardani[1](*), I Wayan Sadyana[2]

[1,2] Universitas Pendidikan Ganesha, Bali, Indonesia

How to Cite: Desak Made Sri Mardani, & I Wayan Sadyana. (2022). Educational Media in Japanese Language E-Learning: Teacher Selection/Preparation and Perception. JTP - Jurnal Teknologi Pendidikan, 24(2), 137-147. https://doi.org/10.21009/jtp.v24i2.24220

INTRODUCTION

Educational media plays an important role in learning, especially during this pandemic. Learning that cannot be done face-to-face, is replaced with online learning/e-learning. E-learning/Online learning is an effective method/way of learning during a pandemic (Demuyakor, 2020; Herliandry, Nurhasanah, Suban, & Kuswanto, 2020). E-learning is even expected to be used later when the pandemic period ends. In learning to use certain models (Collaborative Learning) in the classroom, it is better to use technology support (Suh, 2011). Digital learning/e-learning has more benefits in learning to increase student motivation and learning outcomes (Lin, Chen, & Liu, 2017), and can guide students to work together with their friends (Sangsawang, 2015). E-learning is also able to increase the attachment between attendance and student motivation which is a requirement of learning (Mohammadi, Ghorbani, & Hamidi, 2011). To obtain good results, careful planning is needed to be accompanied by supporting facilities. One of these facilities is the educational media used in the learning process.

Educational media is a means of communication between teachers and students to deliver the material. Media is a tool to transfer/distribute (deliver) material to students to achieve effective learning (Naz & Akbar, 2008). Something that can bring information and knowledge in the ongoing interactions between teachers and students (Pupuh & Sobry, 2009). Not only means of communication in the form of printed, non-printed, electronic but also includes software and hardware (Omodara & Adu, 2014). Thus, what is included in the educational media is a tool in the learning process that has a function to convey the content or material by the teacher, so that the information/knowledge can be understood by the learner/student. The media is not only a tool that contains the material to be studied but also software and hardware technology.

The use of media provides benefits in helping the learning process, including in language learning. Learning a language through media can guide students to practice the language. In media obtain information related to the beliefs, culture, society of a country. In addition, the media can present an authentic language and can become a source of language learning (Oroujlou, 2012). The use of technology media in learning can increase enthusiasm in participating, creating student-centered learning and a sense of fun in learning. Technological media such as tv, radio, BBC chat forum, the internet can improve vocabulary pronunciation and writing skills in language learning (Ahmad, 2012). Not only that media, but the use of social media in learning is also able to improve performance in learning. Such as being able to create collaborative learning and create learner social interactions (Al-Rahmi & Zeki, 2017). The use of social media (Facebook) in Team-Based Strategy learning has a positive impact on student engagement/learning experiences and learning motivation (Rasiah, 2014). Many studies show that the use of media provides benefits in learning, of course, it can be a reference for teachers in preparing innovative learning by selecting the right media. Educational media and technology are very useful in learning if proper planning and selection are carried out (Omodara & Adu, 2014).

In selecting educational media, the adjustment of the media to the learning objectives and the material to be studied is very important. When teaching about daily activities, videos about someone's activities can be an option among other media. Besides the objectives and learning materials, other criteria are complementary, such as cost, efficiency, student condition, availability, and technical quality (Sudrajat, 2008). These complementary criteria are important in e-learning during the pandemic, especially in the selection of platforms used in the learning process. Various platforms that exist have been developed to meet the needs in the learning process.

The first thing that must be considered in determining the platform as an education media in e-learning is the condition of students and costs. This is intended so that students are not burdened which will affect the learning process itself. As seen in Ghanaian learners studying in China (Demuyakor, 2020), where learners think e-learning is a good idea in learning during a pandemic, but on the other hand learners need high costs for the learning. Then, signal interference is also an obstacle for students living in university dormitories in China. This is also happening everywhere, especially in Bali considering the network coverage area is not evenly distributed throughout Bali.

By consider at the conditions in Bali, it will certainly affect the selection of educational media carried out by teachers. How the selection of media and teachers' perceptions of learning need to be studied more. Especially in learning foreign languages such as Japanese which requires more practice in using the language. Japanese language learning in high school and vocational high school is basic level because most students are learning for the first time, even though in Bali there is already an introduction to Japanese at the elementary level but it is very limited to private schools (Mardani, Sadyana, & Adnyani, 2020). Beginner learners need to be given a lot of practice so that they can communicate well in Japanese. How the selection of media made by teachers in Japanese e-learning at the high school and vocational high school level in Bali needs attention considering that the selection of educational media affects the students' achievement.

Through an online survey to teachers, can identify how the preparation/selection of media and the perception of Japanese language teachers at the high school and vocational high school level in Bali on the use of education media during e-learning was carried out. This research reveals how teachers involved all parties in education in determining educational media (platforms), as well as selecting educational media (teaching materials) based on teacher needs and student conditions. This study also reveals differences in perceptions among teachers.

If previous studies have focused on the use of media in learning for the success of students' learning, this study focuses on the perception and preparation of Japanese language teachers in Bali from both public and private schools in the use of appropriate and appropriate media for online learning activities during pandemic period.

METHODS

This study aims to determine the use of learning media in Japanese e-learning at the high school and vocational high school level in Bali, as well as teacher perceptions. The method used in this research is a quantitative descriptive method with comparative analytic ≥ 2 groups design.

There are several stages in this research, including: (1) making a questionnaire based on the literature that has been read, (2) validation of the questionnaire with experts, (3) dissemination of the questionnaire, and (4) analysis of the results of the questionnaire. A questionnaire (a purposive online survey) containing open-ended questions (13 questions) and closed-ended questions (6 questions). The questionnaire uses a Likert scale with the following rating (Table 1).

Table 1. Likert Scale Rating

Responses Category	Score
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

The data collection in the form of a questionnaire was carried out from October - December 2020, followed by 117 Japanese language teachers at the high school and vocational high school level in Bali.

After the data is collected, an analysis of the results of the questionnaire is carried out. To find out the teacher's perception of the use of media in online learning, descriptive analysis (such as mean and standard deviation), t-test, and analysis of variance (ANOVA) was carried out. To determine the difference between two groups (perceptions of male and female teachers, then the perception of teachers who have different levels of education) used t-test, while to analyze in groups of more than two (teaching experience) ANOVA was used (Rodzalan & Saat, 2015).

RESULTS & DISCUSSION

The use of e-learning is something new in learning in Indonesia, especially in learning Japanese at the high school and vocational high school level in Bali. Learning with new methods certainly provides new challenges for teachers in terms of preparation and implementation. Therefore, it is important to know how the media is prepared and the perceptions related to the use of media by Japanese language teachers at the high school and vocational high school level in Bali.

Selection/Preparation of Educational Media

As stated, educational media includes media that contains materials and hardware/software used in learning. E-learning carried out in Japanese language learning at the high school and vocational high school level in Bali is supported by platforms chosen by teachers, students, schools, and even parents. It can be seen in table 2 what platforms are used in Japanese e-learning.

Table 2 shows the four platforms that are most widely used by teachers. WhatsApp was used by 94 teachers followed by Google Classroom (87 people), Zoom Meeting (35 people), and Google Meeting (17 people). The choice of the platform is very much influenced by the condition of students in terms of their economy and signal condition in their place of residence.

Table 2. Platforms used in e-learning

Platform	Number of teachers
WhatsApp	94
Google Classroom	87
Zoom Meeting	35
Google Meeting	17
YouTube	9
Quizizz	9
Google Form	9
Moodle	5
School LMS	5
Others	19

The use of WhatsApp and Google Classroom can minimize the problems experienced by students in terms of providing quotas and signals, so those are used by most teachers. Providing quotas and signals, so those are used by most teachers.

The condition of students which is the basis for determining the platform is known through discussions between parties involved in learning. The determination/selection of the platform used in the e-learning process mostly (100 people) begins with a discussion between the teacher and students to meet the needs of the teacher in delivering the material and adapting it to the student's circumstances. Meanwhile, nine teachers stated that the selection of the platform was carried out by the school with various considerations. Six teachers stated that the selection of the platform was based on a joint decision by the school community, in this case also involving parents. The three teachers determined the platform themselves based on the teacher's needs in delivering the material. But the selection by the teacher is done when delivering certain material, not the whole material.

The determination of the platform is mostly done through discussions between teachers and students because problems often arise during the learning process, so adjustments are made based on existing problems. This is supported by the teacher's statement that the determination of the platform is carried out during learning takes place in one semester, while the rest (15 teachers) reveal that the determination of the platform is carried out before the semester starts. There are even cases when the learning process takes place, the platform is replaced due to problems such as signal, file size, and so on.

The choice of platform is also influenced by the educational media (teaching material) because each platform has limitations in delivery. Besides platform selection, teachers also have a role in choosing media (teaching materials) to suit the syllabus and students' abilities.

Video is the most widely used educational media by teachers (110 people). The videos used by the teacher are videos that are made by themselves or taken from the youtube channel. The use of video in online learning can elicit a positive response from students (Bayram, 2013). Making videos by teachers will be more appropriate than taking what is on the internet because it can be adapted to the needs of teachers and students in learning (Suduc, Bizoi, Gorghiu, & Gorghiu, 2012). In addition, the media created by the teacher will make students enthusiastic about learning and serious about receiving the material (Akrim, 2018).

Picture as media is also widely used after video by teachers (74 people), after that PowerPoint media is used by 38 teachers. In addition to these media, audio (12 people), document files (9 people), worksheets/modules (4 people), films (3 people), pdf books (3 people), and animation (2 people) were also used. In the use of images, providing graphic/iconic representations to students can support brain work to find important things in their environment and guide students to work in simple scenarios (Triacca, 2017). Videos and pictures are used more in learning during the pandemic than PowerPoint used by teachers before (Marpanaji, Mahali, & Putra, 2018). The audio used as an educational media by the teacher has been obtained from the internet as well as the teacher's voice recording with a voice note contained in one of the platforms used in learning.

The choice of media in the form of videos affects the teacher's time in preparing it. Moreover, several teachers make their videos to suit the material being

taught and according to the level of student ability. Using a lot of time is one of the obstacles experienced by teachers in preparing educational media (teaching materials). Not only in making media, teachers even feel that the time needed to choose media on the internet is also long. This is because the teacher has difficulty in finding media that is following the syllabus, and the level of student ability, and is interesting to increase student interest and motivation. In addition, teachers find it difficult to make accessible media to all students who have different devices/gadgets (in terms of quality). For students who have gadgets with limited memory, it will be difficult to download large media. The difficulty faced by the teacher occurs because the ability of the teacher is lacking in mastering ICT so that media/video preparation cannot be done optimally. Although most of the teachers stated that they have difficulties in preparing educational media (teaching materials), some teachers stated that there are no obstacles in preparing those (18 people).

Teacher's Perception of The Use of Educational Media During the Pandemic

Teachers' perceptions of the use of media in Japanese e-learning at the high school and vocational high school level in Bali are shown in table 3.

Table 3. Teacher's Perception of Educational Media Use

No	Statement Items	Mean	Std. Deviation
1	Educational media preparation is done before learning.	3.4359	.66156
2	Educational media prepared suit with the material to be	3.3846	.68034
3	The educational media used is following the character of	3.2308	.63497
4	The educational media used can facilitate students' critical	3.0000	.61588
5	Easy to find learning media on the internet.	3.1538	.71457
6	I make my media that doesn't exist yet but is very important in online learning.	2.9744	.63601
7	The use of educational media is under the learning plans	3.0940	.57209
8	The educational media can help students in mastering the	3.1624	.60111
9	Learning materials (materials and media) are widely taken on	2.8889	.74020
10	I use educational media from trusted sources such as the official Japanese language learning site.	3.0940	.62949
11	I use educational media from various sources and it doesn't matter the institution that makes it.	2.5128	.71457
12	I manage learning by utilizing one particular learning LMS site, for examples, such as Moodle, Blackboard Course Sites, Schoology, and others.	2.7521	.83981
13	I created and rented a separate account to host online	2.0256	.80367

From table 3 it is known that overall, teachers agree with the question points related to the use of educational media. Teachers most agree with the statement that they prepare media before learning (3.43), where the media is adapted to the material being taught (3.38), according to the character of online learning (3.23), and able to facilitate students' critical thinking skills (3.00). The use of the media is also in accordance with the lesson plans made by the teacher (3.09). On the other hand, they do not agree if they have to create and rent a separate account to organize online learning (2.02). Teachers do not agree with the statement that they manage

learning using LMS (2.75), this is supported by data on the use of platforms where WhatsApp and Google Classroom are most widely used by teachers. Teachers use media from trusted sources, for example from the official Japanese language learning site. Teachers do not agree with the statement that learning materials (materials and media) are mostly taken on the internet (2.88), although they agree that it is easy to find educational media on the internet (3.15). This is because teachers are still based on the textbooks used so far, so it is difficult to find media that fits that material. Therefore, teachers make their learning media because of the limitations on the educational media available on the internet.

Table 4. Differences in Teacher's Perception on Educational Media Use by Gender, Education and Teaching Length

No of Statement Items	Gender	Sig	Education	Sig	Teaching Length	Sig
1	F M	.325	Bachelor Master	.405	<5 6-10 11-20 >20	.073
2	F M	.232	Bachelor Master	.621	<5 6-10 11-20 >20	.035
3	F M	.327	Bachelor Master	.215	<5 6-10 11-20 >20	.006
4	F M	.027	Bachelor Master	.236	<5 6-10 11-20 >20	.030
5	F M	.191	Bachelor Master	.695	<5 6-10 11-20 >20	.345
6	F M	.405	Bachelor Master	.065	<5 6-10 11-20 >20	.286
7	F M	.597	Bachelor Master	.264	<5 6-10 11-20 >20	.052
8	F M	.982	Bachelor Master	.100	<5 6-10 11-20 >20	.008
9	F M	.946	Bachelor Master	.298	<5 6-10 11-20 >20	.043

Table 4. Differences in Teacher's Perception on Educational Media Use by Gender, Education and Teaching Length (continued)

No of Statement Items	Gender	Sig	Education	Sig	Teaching Length	Sig
10	F	.402	Bachelor	.886	<5 6-10 11-20 >20	.268
	M		Master			
11	F	.711	Bachelor	.958	<5 6-10 11-20 >20	.857
	M		Master			
12	F	.630	Bachelor	.195	<5 6-10 11-20 >20	.254
	M		Master			
13	F		Bachelor		<5 6-10 11-20	
	M	.920	Master	.055	>20 6-10	.482
	M		Master		11-20 >20	

In the results of the analysis of perceptions of the use of educational media by gender (Table 4), no significant differences were found. However, female teachers have higher confidence than male teachers based on the use of media that can facilitate students' critical thinking skills (Sig. .027) (p<0.05).

In the results of the analysis of perceptions of the use of educational media based on education level (Table 4), no significant difference was found between teachers with bachelor and master levels (Sig. > .05.). So, it is known that there is the same perception between teachers who have bachelor and master levels regarding the use of educational media.

In the results of the analysis of perceptions of the use of educational media based on the length of teaching (Table 4), teachers with more than 20 years of teaching experience have a significant difference in the mean score on the statement items of media suitability with the material to be taught (Sig. .035), the media used is appropriate with the character of online learning (Sig. .006), and the media used can facilitate students' critical thinking skills (Sig. .030). So, it can be seen that teachers who have teaching experience for more than 20 years have higher confidence in the suitability of the media with the material to be taught, the media used are by the character of online learning, and the media used can facilitate students' critical thinking skills. On the other hand, teachers with 6-10 years of teaching experience have a significant difference in the mean score on the statement items of the media used can help students master the material (Sig. .008), and many learning materials (materials and media) are taken on the internet (Sig. .043). So, it can be seen that teachers who have teaching experience for 6-10 years have higher confidence in the statements of the media used can help students master the

material, and learning materials (materials and media) are widely taken on the internet.

CONCLUSION

Based on the results of the presentation in the discussion, it can be concluded that teachers have a perception that the use of learning media is very important and requires careful preparation so that the media used can be useful effectively and efficiently. The preparation that must be done before the learning process begins is to prepare the right media and according to the needs of students. one of them is to improve ICT skills to produce quality and maximum media.

CONFLICT OF INTEREST

The authors declare that there is no conflict of interest in this paper.

ACKNOWLEDGEMENT

REFERENCES

Ahmad, J. (2012). English Language Teaching (ELT) and Integration of Media Technology. *Procedia-Social and Behavioral Sciences*, *47*, 924–929. North Cyprus: Elsevier Ltd. https://doi.org/10.1016/j.sbspro.2012.06.758

Akrim. (2018). Media Learning in Digital Era. *Advances in Social Science, Education and Humanities Research*, *231*, 458–460. Atlantis Press. https://doi.org/10.2991/amca-18.2018.127

Al-Rahmi, W. M., & Zeki, A. M. (2017). A model of using social media for collaborative learning to enhance learners' performance on learning. *Journal of King Saud University – Computer and Information Sciences*, *29*, 526–535. https://doi.org/10.1016/j.jksuci.2016.09.002

Bayram, L. (2013). Enhancing an online distance education course with video. *Procedia - Social and Behavioral Sciences*, *83*, 463–467. Elsevier Ltd. https://doi.org/10.1016/j.sbspro.2013.06.091

Demuyakor, J. (2020). Coronavirus (COVID-19) and Online Learning in Higher Institutions of Education: A Survey of the Perceptions of Ghanaian International Students in China. *Online Journal of Communication and Media Technologies*, *10*(3), e202018. https://doi.org/10.29333/ojcmt/8286

Herliandry, L. D., Nurhasanah, N., Suban, M. E., & Kuswanto, H. (2020). Pembelajaran Pada Masa Pandemi Covid-19. *JTP - Jurnal Teknologi Pendidikan*, *22*(1), 65–70. https://doi.org/10.21009/jtp.v22i1.15286

Lin, M.-H., Chen, H.-C., & Liu, K.-S. (2017). A Study of the Effects of Digital Learning on Learning Motivation and Learning Outcome. *EURASIA Journal of Mathematics Science and Technology Education*, 3553–3564. https://doi.org/10.12973/eurasia.2017.00744a

Mardani, D. M. S., Sadyana, I. W., & Adnyani, L. D. S. (2020). Learning Japanese Language Based on 2013 Curriculum at Elementary Schools in Bali. *Advances in Social Science, Education and Humanities Research*, *394*, 246–251. Sanur, Bali: Atlantis Press. https://dx.doi.org/10.2991/assehr.k.200115.040

Marpanaji, E., Mahali, M. I., & Putra, R. A. S. (2018). Survey on How to Select and Develop Learning Media Conducted by Teacher Professional Education Participants. *J. Phys.: Conf. Ser. 1140 012014*. IOP Publishing. https://doi.org/10.1088/1742-6596/1140/1/012014

Mohammadi, N., Ghorbani, V., & Hamidi, F. (2011). Effects of e-learning on Language Learning. *Procedia Computer Science*, *3*, 464–468. Istanbul, Turkey: Elsevier Ltd. https://doi.org/10.1016/j.procs.2010.12.078

Naz, A. A., & Akbar, R. A. (2008). Use of Media for Effective Instruction its Importance: Some Consideration. *Journal of Elementary Education*, *18*(1–2), 35–40.

Omodara, O. D., & Adu, E. I. (2014). Relevance of Educational Media and Multimedia Technology for Effective Service Delivery in Teaching and Learning Processes. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, *4*(2), 48–51.

Oroujlou, N. (2012). The importance of media in foreign language learning. *Procedia-Social and Behavioral Sciences*, *51*. Antalya, Turkey: Elsevier Ltd. https://doi.org/10.1016/j.sbspro.2012.08.113

Pupuh, F., & Sobry, S. (2009). *Strategi Belajar Mengajar – Strategi Mewujudkan Pembelajaran Bermakna Melalui Penanaman Konsep Umum dan Konsep Islami*. Bandung: PT. Refika Aditama.

Rasiah, R. R. V. (2014). Transformative Higher Education Teaching and Learning: Using Social Media in a Team-Based Learning Environment. *Procedia - Social and Behavioral Sciences*, *123*, 369–379. University Lakeside Campus, Selangor Darul Ehsan, Malaysia: Elsevier Ltd. https://doi.org/10.1016/j.sbspro.2014.01.1435

Rodzalan, S. A., & Saat, M. M. (2015). The Perception of Critical Thinking and Problem Solving Skill among Malaysian Undergraduate Students. *Procedia - Social and Behavioral Sciences*, *172*, 725–732. https://doi.org/10.1016/j.sbspro.2015.01.425

Sangsawang, T. (2015). Instructional design framework for educational media. *Procedia - Social and Behavioral Sciences*, *176*, 65–80. Chicago, IL, USA: Elsevier Ltd. https://doi.org/10.1016/j.sbspro.2015.01.445

Sudrajat, A. (2008). *Pengertian, Fungsi, dan Jenis Media Pembelajaran*. Retrieved from https://akhmadsudrajat.wordpress.com/2008/01/12/konsep-media-pembelajaran/

Suduc, A.-M., Bizoi, M., Gorghiu, G., & Gorghiu, L.-M. (2012). Digital images, video and web conferences in education: A case study. *Procedia - Social and*

Behavioral Sciences, *46*, 4102–4106. Barcelona, Spain: sevier Ltd. Se. https://doi.org/10.1016/j.sbspro.2012.06.207

Suh, H. (2011). Collaborative Learning Models and Support Technologies in the Future Classroom. *International Journal for Educational Media and Technology*, *5*(1), 50–61.

Triacca, S. (2017). Teaching and Learning with Pictures The Use of Photography in Primary Schools. *Proceedings 2017, 1, 952*. Presented at the the International and Interdisciplinary Conference IMMAGINI? Image and Imagination between Representation, Communication, Education and Psychology, Brixen, Italy. https://doi.org/10.3390/proceedings1090952