



# Revitalization Of Learning Loss in Moji level Intermediate of Japanese Language Education Program Brawijaya University

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## Abstract

*This study explores the learning loss experienced at the Moji Intermediate level within the Japanese Language Education Study Program during the COVID-19 pandemic. Over a period of two years, traditional face-to-face learning was replaced by online instruction, which affected the implementation of certain learning stages, such as kanji writing exercises conducted in the classroom. The objective of this research is to identify the extent of learning loss during online learning, specifically in relation to kanji writing skills at the Moji Intermediate level. A descriptive qualitative method was used, comparing course grades from both online and offline learning periods. According to Rajesh, Hasibuan, Susanto, Solihat et al. (2022), while learning loss has been widely studied with various approaches, few have addressed its impact on specific courses, particularly in Japanese language education. The findings reveal that online learning significantly reduced students' kanji writing abilities. As a result, teachers must adopt new strategies to compensate for this gap and ensure that students perform well on the Japanese Language Proficiency Test (JLPT), which is essential for graduation from the Japanese Language Education Study Program.*

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## INTRODUCTION

At the end of 2019, the world was shocked by the rise of the Covid-19 virus which quickly changed from being endemic to becoming a pandemic. The first case of this virus was found in December 2019, in China, in Wuhan City to be precise. All sectors of society are disrupted, including the education sector. Countries in the world, including Indonesia, finally issued a decision to close schools and eliminate face-to-face schools and replace them with doing school at home or what is called online learning. The decision was to reduce physical contact and reduce mass crowds. In Indonesia, few families know about homeschooling. Homeschooling for most Indonesian families was a big surprise. The existence of an online learning system also provides benefits in reducing institutional operational costs.

Online learning is considered a solution that allows learning to continue. However, as time goes by, the Covid-19 pandemic is not over yet. This learning system gradually shows some serious problems. Even though they are used to online learning, there are still things that make learning at home less effective.

One of the things that worries the most is that learning at home is carried out for a long period, is that it can lead to learning loss or reduced academic knowledge and skills (Donnelly & Patrinos, 2021; Engzell, 2021). Learning loss is a phenomenon where children lose knowledge and skills both in general, specifically, and academically (Cerelia et al., 2021). Learning loss can occur due to prolonged pauses or no interaction between educators as teachers and students as students in the learning process (Pratiwi, 2021). This can be caused by the disruption of the face-to-face learning process directly (Patrinos & Donnelly, 2021). Thus, the problems contained in the distance learning process will result in the emergence of the learning loss phenomenon.

Learning at home has benefits and downsides. The example of the benefits are how easy learning could be. Students and teachers could study at any time, anywhere. They do not

have to study at their table or room, but in reality some even study while they are on a vacation, car, and so on. The flexibility that given by online learning is a lot, making it one of the reason why some people love to have online learning rather than offline learning. It does not force people to be at a certain place, and it gives the freedom to whoever bound on the class.

Other than that, the learning expenses become cheaper making a lot of parents happy, because it makes them easier to pay for their children expenses. Because their children does not need to go to school, their parents does not need to give their children money to buy snacks and foods. At home they could eat how much food they want without the need to actually spend money to buy it. The benefits adds up because the parents does not need to spends petrol to take their child to school.

The last but not least benefits that has been offered while in pandemic is the flexibility of time in learning. The students and teacher could make a plan on when they want to take the class. Especially, if the teacher could not attend at a certain time. It is easily replaced by talking with their students and make a new time for the lesson to be held. During pandemic, a lot of people become more and more creative as well, as a lot of application and websites appeared, provided a lot of different activities for the students and teacher to do. They could have a video conference if they want to do in real time. They could even talk through chats, or even just give assignment while wait for the students to send it.

However even though there's a lot of people love online study more than the offline, there is still a lot of downsides from learning using an online platform while pandemic happened. Such as, a lot of misscommunication and the students not understanding what the teacher actually said. The condition of wifi in online learning really is one of the most necessary things provided in each house. But, in reality not everyone have the money to actually buy wifi, making the learning condition sometimes become bad and even annoying.

The boring feeling of being alone while listening to teacher words, could be a let down for a lot of people. Usually in class, students could talk to each other and jokes around. But in online learning, they could only talk through chats and calls, making the learning condition become not really well. Especially for group projects. The easy thing where students could immediately talk and found their group, become an awkward situation where they could only see each other through the video while their voices are mute. Especially, since some students could easily excuse themselves as if their wifi and signal are bad while in reality they are just to lazy to even study. Again, making group projects become an awkward and hard situation.

Another downside of online learning in pandemic especially in language study is that when the language that the students learnt have another alphabet than what they used to know. In this case, it is Japanese. Japanese have 3 main ways to write, such as *katakana*, *hiragana*, and *kanji*. These three ways of writing is very different than the alphabets that Indonesian uses. Making the students need to learn and remember how the words are used in Japanese. While *hiragana* and *katakana* are very necessary to memorize. A lot of Japanese language students should be able to read in *katakana* or even *hiragana*. But the last bit and hardest one, *kanji* is a whole new level.

*Kanji* is a letter that is adopted by Japan from China. It have its own strokes and meaning based on the *hiragana* after it. What makes it hard is that, *Kanji* could be read differently based on their meaning and their *hiragana* or even another *kanji* after it. What makes it way harder is that, *kanji* have their own specific number of strokes and how to write it. If someone write it not in the direction it should be, it means the *kanji* is wrong. The hard part is that in online learning class in pandemic, a lot of teacher usually gives the students an assignment on how will they able to remember it. But for the actually writing the *kanji* it depends on the students themselves.

In reality, not all students actually want to do something out of their own curiosity, especially in pandemic. Where the teacher are

speaking and they see their students face, but they could not even sure if their students actually listening to them or not. It is a fact, that a lot of students actually seeing other things while their teacher is giving them a lesson. And in a learning where most of the things should be exercised and try to write, it becomes a memorizing lesson.

Because of that, this research is how the Covid-19 pandemic effect the students on their study. Especially, what are the direct or indirect impact caused by the pandemi on learning in tertiary institutions. In this research it will be more detailed on the impact on the class of *Chuukyuu Hyouki 1* where the students need to learn *kanji* and how they actually affected by learning loss because of Covid-19 pandemic, and if the revitalization could actually make the students learn and understand about *kanji* or not. Revitalization is the absorption of the English word, namely revitalization. This word comes from the root word vital which means very important or necessary. So revitalization can be understood as steps to improve so that it returns to its original state and provides optimal benefits.

*Chuukyuu Hyouki I* is one of the courses in the S1 Japan Language Education Study Program, Universitas Brawijaya. This course not only equips students with the ability to read and write letters and Jukugo Kanji, as well as identifying the function of Kanji letters as words in Japan sentences only, but also provides knowledge about the use of Kanji in daily life such as in Japan announcements and posters, simple documents about personal data, and so on. This course is an advanced course of the Shokyuu Hyouki II course.

*Chukyuu hyouki 1* is conducted in semester 3 with a communicative approach with practical strategies, drills, exercises, and giving individual assignments. Students actively read the Chukyuu level kanji and jukugo (Mean, abbreviation) letters provided while the lecturer acts as a facilitator and evaluator in drilling activities during the lecture process. The lecture activities are carried out by providing some Japanese vocabulary in the form of *kanji* and *jukugo* at the Chukyuu level according to the

module, strengthening with repetition of material, as well as practicing writing these *kanji* and *jukugo*.

## METHODOLOGY

Mukhtar (2013: 10) said that qualitative descriptive research is a method that researcher used to find knowledge or theory for a research at a certain time. This research produces descriptive data in the form of written or spoken words from student learning outcomes (Moleong 2002:3). This research is qualitative descriptive research with an orientation to make a real and factual description of the facts studied.

From the description above descriptive research can be concluded as a method that used to find new theory based on a data in the form of written words or even spoken words from the subject, whether it is a written knowledge or even a group of people at a certain time to make a real and factual descriptions that could be used later on.

With this method, researcher could find if the revitalization in this research will be useful or not based on the facts that will be provided after research. Analysis will be provided with proof that will be put out as tabels and graphic, follow by description and in-depth explanation. The data will be provided in the findings and discussion point below.

### Subjects

Subject is all details about someone or something which was made to be the respondent or even comes from documents, in statistics or even in a whole different medium for the purposes of research. This study took data on UTS scores along with final exams and semester III student material in the Chuukyuu Hyouki I class A, B, and C courses, totaling 71 people which lasted for one semester from August to January 2023.

### Design and Procedures

Thakur (2021: 54) said that research design is an overall strategy to do some research that defines simple explanation and logical plan to find a solution from research questions through

the discussion, interpretation, analysis, or collection of data.

Thakur (2021: 55) also writes that the research design is primary for a researcher to do before they start they research because it is works as a harbour light to guide the researcher. It is also serves as a series of guideposts to keep the progress of research still stay in line. Not just enhances the efficiency of research, it is also ensures a better and organized plan for the research ahead.

From the description above in conclusion research design is a strategy where researcher need to have as a based plan so that they research still stay in place and will not go off track, it also works as a guide to find solutions through discussion, analysis, etc. Research design also helps in efficiency for the researcher who currently doing their research.

The research procedure is the detail version that still relates to research design. Research procedure is a series of step-by-step research activities that explains on how the research will be conducted and how the data will go through analysis. The research procedure for this research will be provided below:

1. Preparation, including making a research proposal.
2. Implementation, including data collection and analysis.
3. Preparation of reports, including preparation of research reports, and consultations with experts in the field of education.
4. Calculate course A, B, and C Class grades offline after some time offline

### Data Collection and Data Analysis

Moleong (1991: 235) argues that the data collection process is carried out by coding and categorizing the data. In depth, data collection is how all the data from the research is collected and separated based on their functions, or any other factors that still related for the research. For this research, researchers use a review or literature study.

Denney and Tewksbury (2013) gave an opinion about literature study. They said that literature study is a comprehensive overview

about a research that has been done about a specific topic to show it to the readers what have been found from the topic or what still have not been found, to find the rational thing from the research itself or even to give ideas for research in the future.

Literature study could be found either from journal, books, documentation, or even the internet. In conclusion, literature study is an overview from a certain research to show everything that the researcher find, whether it is positive or even negative, whether it is from journal or even the internet, to find the rational thing and give ideas for future research.

Researcher uses literatur study for this research because the data used in this study is written data in the form of words or grades in the mid test and final test of Moji intermediate level from class A, B, and C. Data collection resulted in a large number of written notes. After that, checking the validity of the data is called triangulation.

According to Moleong (2018: 330) triangulation is a technique for checking the validity of data that utilizes something other than the data for checking or comparison of data. The data that will be compare could come from observation, interview, or documentation. Sugiyono (2015: 83) said that triangulation is one of the technic for collecting data by combining a lot of datas and sources that already exist.

In conclusion, triangulation is a way for researcher to validate their research data by comparing it to other data that have exist before the research took place. By comparing all the data, researcher could see if the data they took is valid or not. Also, researcher could see if the data that they found have any similiarites with a data from past research or not. After they found and comparing it, they could find any difference and similarities from all the data, and they could get an idea on how things may works and helping them by writing their research.

## FINDINGS AND DISCUSSION

After obtaining the research data on the UTS and UAS scores of semester III students in the Moji Intermediate level class A, B, and C

courses, the researcher conducted a descriptive test using SPSS 25.0. The use of SPSS for the descriptive test was used by researchers to see the average UTS and UAS scores.

Table 1. Data Description of the Average UTS and UAS Class A

		Statistic	Std. Error	
UTS	Mean	93,00	1,245	
	95% Confidence Interval for Mean	Lower Bound	90,42	
		Upper Bound	95,58	
	5% Trimmed Mean	93,67		
	Median	94,00		
	Variance	37,217		
	Std. Deviation	6,101		
	Minimum	72		
	Maximum	100		
	Range	28		
	Interquartile Range	8		
	Skewness	-1,825	,472	
	Kurtosis	5,217	,918	
UAS	Mean	93,21	1,355	
	95% Confidence Interval for Mean	Lower Bound	90,40	
		Upper Bound	96,01	
	5% Trimmed Mean	94,05		
	Median	96,00		
	Variance	44,085		
	Std. Deviation	6,640		
	Minimum	72		
	Maximum	98		
	Range	26		
	Interquartile Range	6		
	Skewness	-1,918	,472	
	Kurtosis	3,704	,918	

UTS: Ujian Tengah Semester (Midterm exam)

UAS: Ujian Akhir Semester (Final exams)

Table 1 above shows the descriptive data of 24 class A students. Class A students get an average UTS score of 93.00 with a minimum score of 72 and a maximum score of 100.

Then, also obtained an average UAS score of 93.21 with a minimum value of 72 and a maximum value of 98.

Table 2. Data Description of the Average UTS and UAS Class B Scores

		Statistic	Std. Error	
UTS	Mean	90,50	2,117	
	95% Confidence Interval for Mean	Lower Bound	86,12	
		Upper Bound	94,88	
	5% Trimmed Mean	91,56		
	Median	94,00		
	Variance	107,565		
	Std. Deviation	10,371		
	Minimum	60		
	Maximum	100		
	Range	40		
	Interquartile Range	15		
	Skewness	-1,468	,472	
	Kurtosis	1,995	,918	
UAS	Mean	94,92	,917	
	95% Confidence Interval for Mean	Lower Bound	93,02	
		Upper Bound	96,81	
	5% Trimmed Mean	95,22		
	Median	97,00		
	Variance	20,167		
	Std. Deviation	4,491		
	Minimum	84		
	Maximum	100		
	Range	16		
	Interquartile Range	6		
	Skewness	-1,084	,472	
	Kurtosis	,226	,918	

Table 2 above shows the descriptive data of 24 class B students. Class B students obtained an average UTS score of 90.50 with a minimum score of 60 and a maximum score of 100. Then, an average UAS score of 94.92 was also obtained with the minimum value is 84 and the maximum value is 100.

Table 3. Data Description of the Average UTS and UAS Class C Scores

		Statistic	Std. Error	
UTS	Mean	91,96	2,803	
	95% Confidence Interval for Mean	Lower Bound	86,14	
		Upper Bound	97,77	
	5% Trimmed Mean	94,32		
	Median	96,00		
	Variance	180,771		

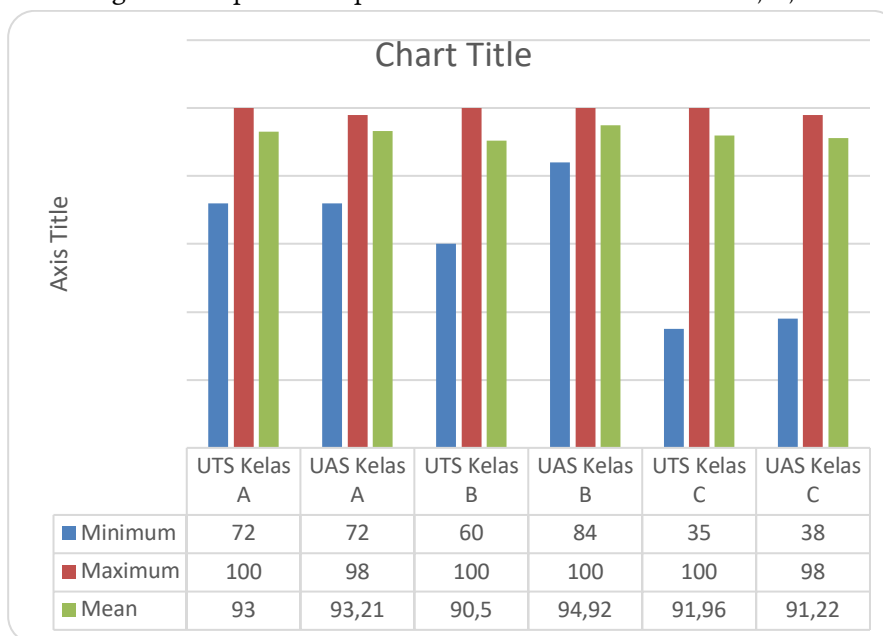
	Std. Deviation	13,445		
	Minimum	35		
	Maximum	100		
	Range	65		
	Interquartile Range	12		
	Skewness	-3,715	,481	
	Kurtosis	15,853	,935	
UAS	Mean	91,22	2,523	
	95% Confidence Interval for Mean	Lower Bound	85,98	
		Upper Bound	96,45	
	5% Trimmed Mean	93,43		
	Median	92,00		
	Variance	146,451		
	Std. Deviation	12,102		
	Minimum	38		
Maximum	98			
	Range	60		
	Interquartile Range	6		
	Skewness	-4,177	,481	
	Kurtosis	18,922	,935	

Table 3 above shows the descriptive data of 23 students in class C. Class C students obtained an average UTS score of 91.96 with a minimum score of 35 and a maximum score of 100. Then, an average UAS score of 91.22 was also obtained with a minimum value of 38 and a maximum value of 98.

Table 4. Data Description Comparison of UTS and UAS Grades A, B, C

	N	Minimum	Maximum	Mean
UTS Kelas A	24	72	100	93,00
UAS Kelas A	24	72	98	93,21
UTS Kelas B	24	60	100	90,50
UAS Kelas B	24	84	100	94,92
UTS Kelas C	23	35	100	91,96
UAS Kelas C	23	38	98	91,22

Figure 1 Graph of Comparison of UTS and UAS Grades A, B, C



Based on the data shown in Table 4 and Figure 1, it can be seen that there is a difference in the average UTS and UAS scores obtained by semester III students in the Moji Intermediate level class A, B, and C classes.

In class A, the data shows a difference where the average UTS score is 93 and the UAS score is 93.21, so it can be concluded that there is an increase in the average score from UTS to UAS.

The same results were also obtained in class B, where there was an increase in the average value from UTS to UAS. Class B got an average UTS score of 90.5 and a UAS score of 94.92.

However, different results were obtained in class C. The data showed that there was a difference where the average UTS score was 91.96 and the UAS score was 91.22, so it can be concluded that there was a decrease in the average score from UTS to UAS. However, this decrease was not too significant.

This shows that the teaching and learning process was carried out after the pandemic, namely with a face-to-face learning system that was carried out offline with the following stages:

1. Learn face-to-face with the drill system in

class.

2. Learning by pointing out one by one student by writing on the blackboard.
3. Learn by forming groups, to work on the questions in the module.
4. By the results of the discussion, it shows that learning outcomes offline or in class are better than online learning.

## CONCLUSION

In research a researcher needs to be able give something useful for the readers or even the future researcher that read this research for further studies. After doing the research of the revitalization of learning loss in Moji Intermediate Level in Brawijaya University, researcher found that there might be still a lot of similar cases, for example from different courses or even a different university. Learning loss also not just happening on university but it could happened in junior high school or even high school. Learning loss also must have happened not just in Japanese language program, it could happen in all sorts of major and studies. From math, art, athletics, or even other languages. A lot of teacher seems to try and find a way for their students to catch-up what they learn especially in Covid-19 pandemic, remembering all the benefits and downside of it, it have a lot of factors that made learning loss become a facts. From that,

researcher suggest that further studies is necessary for other courses or even other language program. Revitalization also could be done by doing other things different from this research. That way, the study about revitalization learning loss could be understand more by people all over the world.

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