



Japanese Language Teachers' Perception and Implementation of Classroom Action Research (CAR)

Nuria Haristiani^{1*}, Amelya Septiana², Dewi Kusrini³

Japanese Language Education, Faculty of Language and Literature Education, Universitas Pendidikan Indonesia, Indonesia

email: nuriaharist@upi.edu^{1*}, amelyaseptiana@upi.edu², dewikusrini@upi.edu³

*Corresponding Author

Info Artikel

Sejarah Artikel:

Diterima Desember 2022
Disetujui Februari 2023
Dipublikasikan Maret 2023

Keywords:

Classroom Action Research (CAR); Japanese language education; Japanese teacher; perceptions; quality of learning.

Abstract

Classroom action research facilitates teachers to improve the quality of learning and teaching and works with them to develop and understand engaging context-specific research. This study explores the perceptions of Japanese language teachers about CAR as many as 193 respondents in training 1 and 203 respondents in training 2 through a CAR survey to determine the perceptions and research abilities of Japanese teachers, especially at the high school level. 193 Japanese language teachers' perceptions of CAR were qualitatively explored through Classroom Action Research's survey to know the Japanese language teachers' perceptions and abilities of research, especially at the high school level. A questionnaire consisting of open-ended questions was utilized to collect the research data. Data was taken on August 28, 2021, for training 1 and 2 on September 4 2021. The results revealed that most teachers lack the capacity and ability to research. However, they consider that collecting, processing, analyzing, and presenting data skills are important and needed skills. Research is an important skill. However, they considered that research is a crucial skill. Participants who have done CAR mostly use it to get promoted, and only a few use it to develop the quality of teaching. The survey results also showed that many teachers never did CAR based on the structured way or never done it at all. This study reveals that the ability of the teachers to do the research needs to be improved extensively.

© 2023 Universitas Negeri Semarang

✉ Alamat korespondensi:
Gedung B4 Lantai 2 FBS Unnes
Kampus Sekaran, Gunungpati, Semarang, 50229
E-mail: chie@unnes.ac.id

INTRODUCTION

Many factors can make the learning process in schools develop, including teachers, students, and the systems. Likewise, learning at schools is closely related to organizational learning. Riceland (2012) stated that organizational learning primarily concerns *how* something is learned and *who* is learning *what*. Kunlasomboon, Wongwanich, and Suwanmonkha (2015) also mentioned that the process of someone sharing knowledge and behaviour in doing new things and being involved in school learning becomes a driving factor for student and teacher interactions.

Organizational learning is collective *experiential or experimental* learning. It means someone learns *based on* doing things together, testing and trying things out, and discerning and analyzing emerging patterns at different 'logical levels' in acquired practical experience, habits, routines, skills, and ways of doing things. Developing teaching is not an easy process. Each of these factors should have accompanying challenges. Among the challenges that would be faced are inappropriate learning methods, limited teaching time, problems from students who cannot understand what is conveyed by the teacher, and other problems that can hinder the learning process. Steps that can be taken to realize the development of a learning process is research, one of which is Classroom Action Research.

If schools can conduct all steps of the CAR process, especially the reflection and the sharing, an actual development from teacher learning to school learning can become a reality (Kunlasomboon et al., 2015). Being highly practical and research-oriented, Classroom Action Research is a framework well suited to learning (Emily Edwards & Anne Burns, 2016). Furthermore, Maulana (2009) revealed that the existence of CAR also provides a way for teachers to develop themselves as researchers (teacher as researcher).

Action research is 'taking a self-reflective, critical, and systematic approach to exploring their teaching contexts' (Burns, 2005). It seeks

both to understand better and improve an aspect of the teaching and learning process (Emily Edwards & Anne Burns, 2016). Arefian highlighted that Classroom Action Research could be a rigorously reflective research tool for exploring all educational elements (2022). Classroom Action Research has numerous benefits for teachers, such as promoting as mindful professionals, effectively solving problems, making decisions wisely (Elliot, 1991); growing professionally (Burns, 2005); reaching self-awareness, and being able to modify beliefs and practices (Cullen, Akerson, & Hanson, 2010; Lebak & Tinsley, 2010); enhancing subject-matter and instructional competence (Halim et al., 2010) and having a voice to change own practice and produce knowledge and skill (Goodnough, 2010; Lebak & Tinsley, 2010). Martinez (2022) also stated that CAR also can additionally add more advantages; besides individual systematic reflections, the teacher can reflect collectively by forming a professional development community and continuously developing a learning culture.

The study conducted by Sari and Yüce (2020) revealed the problems experienced by primary school teachers in classroom contexts which involve different cultures (Turkish, Iranian, Afghan, and Syrian). They found three problems that teachers face in the classroom; 1) problems experienced by themselves as teachers, 2) problems experienced in terms of students, and 3) problems experienced by terms of parents. Furthermore, one of the solutions to deal with these problems is by doing CAR.

In the context of teaching Japanese, CAR can also help teachers develop ways and find solutions to problems in the classroom. Based on Haristiani and Oktarina's (2021) findings, the difficulties that arise can be caused by differences in the letters used, grammar, pronunciation, etc. In addition, other problems that affect the learning and teaching process are inappropriate methods of delivering material, teacher pronunciation, or teaching systems, which can cause problems in learning Japanese.

Therefore, teachers must keep trying to improve the quality of the learning and teaching

process. As Karlina, Djuanda, Kurnia, Sunarya, and Sunaengsih (2020) explain, a primary school teacher should carry out research to support the implementation of learning so that the learning and teaching process can run well.

The current teacher professional development paradigm focuses on being productive for students and emphasizing the development of teachers to gain knowledge and understanding and apply knowledge in curriculum development, teaching methods, measurement, and evaluation (Petrovska, Sivevska, Popeska, & Runcheva, 2018; Rutherford & Lovorn, 2018).

There are very few published studies on using Classroom Action Research in the context of Japanese language learning. The research conducted by Karlina et al. (2020) on increasing teacher competence with specific writings in welcoming the industrial revolution 4.0. Their research focuses on the writing and implementation of CAR. Their results showed an effort to equalize perceptions in writing CAR, which can later be used as a requirement for available promotions. CAR can continue to improve the quality of learning. Furthermore, a similar study was also conducted by Sastromiharjo, Mulyati, and Idris (2021), who raised the topic of online teaching materials through the provision of training to improve the professional skills of Indonesian language teachers at the junior high school level. The results of their research indicate that there is a positive response and considerable benefits in improving the abilities of junior high school teachers. Ruhaliah, Sudaryat, Isnendes, and Hendrayana (2020) also conducted CAR by examining training in preparing learning tools using *microlearning* in learning Sundanese. The *microlearning* used is in the form of Google Forms, Podcast, dan so on, which are also quite interesting alternative teaching media. The results of their research showed that the use of *microlearning* is beneficial for students and can improve teacher skills in teaching.

Classroom action research is one of the teachers' essential duties in parallel with learning management to systematically develop

themselves and their students (Wongwanich, 2017). In learning Japanese, research related to CAR has been carried out. Among them is research conducted by Oesman dan Wardhana (2013), which focuses on improving reading skills in Japanese using cooperative learning, significantly improving the ability of teachers and the learning process in basic reading in one of the Japanese language departments in the city of Semarang. The results showed the development of the teacher's role in improving student learning outcomes. In addition, cooperative learning methods help students become more active in the learning process.

Furthermore, Hamidah and Hoftman (2020) also researched the relationship between communication and the Japanese language. The results stated that it was necessary to prepare appropriate and specially prepared teaching materials to improve students' speaking skills in Japanese. Prasetyani (2014) examined teacher competence within the scope of Semarang City. The results showed that the participants felt quite enthusiastic, as evidenced by the many questions asked in the discussion in their groups. In addition, the teachers also have the desire to do CAR but need to be motivated. Furthermore, this study's results confirm teachers' understanding of CAR and how to make CAR proposals is increasing.

Although many previous studies have discussed CAR in the classroom and its benefits to students, teachers, and the learning process, more research still needs to discuss Japanese language learning on a broader scope. Other studies have focused more on CAR's implementation as a case study, but people have yet to look at the viewpoint of Japanese language teachers across Indonesia. This study was conducted to examine and understand the actual conditions felt by Japanese language teachers in general in the context of data distribution throughout Indonesia and to try to extract Japanese teachers' perceptions and the impact of implementing CAR Japanese language teachers throughout Indonesia. In addition, this study will also analyze the benefits of CAR in improving the quality and development of teaching and learning

processes, obstacles that can hinder implementing and making CAR proposals, as well as the urgency of procuring CAR workshops in the field of Japanese language teaching. Through these several things, it is hoped that the results of the answers obtained can be input and improvement for the holding of training and implementing CAR at each teaching institution, especially in the context of the Japanese language field.

METHOD

Research Methods and Data Analysis

This research involved a qualitative descriptive method to describe the results of the questionnaire on CAR. After the workshop activities are carried out, questionnaires are distributed at the end of the event, and participants are required to complete the questionnaire. After the questionnaire data was collected, the data that matched the formulation of the research problem was selected. Furthermore, the data were categorized into appropriate groups, such as experiences, goals, constraints, and benefits of doing CAR, as well as assessments, comments, and suggestions on the CAR workshop activities carried out.

Research Instruments and Data Sources

The current study included a survey from 193 Japanese language teachers in training 1 and 203 in training 2. Training 1 and 2 are different and carried out at different times. All the respondents were selected purposefully through purposive sampling to gain rich data from the potential participants. Their age ranged from 30-40, and they were senior high school teachers and Japanese language lecturers in Indonesia. The qualitative data-gathering method was utilized to probe Japanese language teachers' perceptions, experiences, and reflections on how CAR significantly impacted them and made them more engaged in their professional development process. Through workshop activity, a forum for public education that aims to increase the understanding and awareness of Japanese language teachers regarding CAR, the participants were invited to participate in the study voluntarily by filling out the survey based

on Google Forms. The researchers encouraged the participants throughout the term and gathered their survey results. It was on their awareness, practices, experiences, and application of CAR.

The data was taken from a classroom action research (CAR) workshop questionnaire on August 28, 2021, for training 1, with the theme Theory and Practice of Japanese Language Education Classroom Action Research (CAR). Meanwhile, training 2 was held on September 4, 2021, with the theme of Classroom Action Research Practice Proposal Writing (CAR) and Best Practice. The questionnaire was filled out from August 28 to September 16, 2021, for the two pieces of training. Questionnaires for training 1 and training 2 consist of a registration questionnaire (2 questions), an assessment of workshop activities (8 questions), and an understanding of CAR (11 questions in training 1, 11 questions in training 2). Table 1 shows the questions in the Google Form questionnaire for training 1 and 2. In this study, all questionnaire questions will be discussed.

Table 1. Questionnaire about CAR's workshop

| No | Questions about CAR's workshop |
|----|--|
| 1 | What is your purpose in attending this CAR workshop? |
| 2 | Was this CAR workshop useful for you? |
| 3 | What can you learn from this CAR workshop? |
| 4 | What is your level of satisfaction with this CAR workshop? |
| 5 | What theme would you like for the next CAR workshop or similar activity? |
| 6 | In your opinion, what's the benefit of doing CAR's workshop? |
| 7 | Questionnaire for Speakers 1: [Speakers according to the theme of the workshop] [Clear and structured presentation] [Communicating with participants] [Sufficient presentation time] [The presenter provides appropriate and useful material] |
| 8 | Questionnaire for Speakers 2: [Speakers according to the theme of the workshop] [Clear and structured presentation] [Communicating with participants] [Sufficient presentation time] [The presenter provides appropriate and useful material] |
| 9 | Comments and Suggestions about CAR's workshop. |

Table 2. Questionnaire about CAR's implementation

| No | Questions about CAR's implementation |
|----|---|
| 1 | Do you think CAR needs to be done? |
| 2 | When do you think CAR should be done? |
| 3 | Why is CAR needed? (Explain the reason) |
| 4 | Have you ever implemented CAR? |
| 5 | Have you ever written a CAR proposal? |
| 6 | What problems did you face in writing a CAR proposal? |
| 7 | What CAR theme did you ever write? |
| 8 | What do you think should be considered when doing CAR? |
| 9 | In your opinion, what is the most difficult process in implementing CAR? |
| 10 | In your opinion, what are the characteristics of a good CAR? |
| 11 | In your opinion, what is the benefit of doing CAR? |
| 12 | Do you think PTK is useful for (choose the appropriate one, can choose more than one answer): [Improved PBM quality] [Improve student learning ability] [Improve student behavior] [Improve the quality of teacher performance] [Improving teacher capacity (position, rank, etc.)] [Training teacher problem-solving skills] |
| 13 | Other things that you want to convey regarding CAR and its problems. |

RESULT AND DISCUSSION

1. CAR's Workshop

Reason to Join CAR's Workshop

The data from the questionnaire distributed after the CAR workshop was completed, were then categorized into several groups. The discussion that is presented after analyzing the results of the questionnaire is an actual condition or description of the CAR understanding of Japanese language teachers in Indonesia and can be used as input for activities to be carried out in the future.

Table 3. The reason of join CAR's workshop

| No | The reason | Percentage (%) |
|----|--|----------------|
| 1 | Learn how to improve student competencies | 36,26 |
| 2 | Sharpen the ability to write CAR for promotion | 10,36 |

| | | |
|---|--|-------|
| 3 | Adding experience and knowledge about CAR | 19,68 |
| 4 | Gaining motivation to be enthusiastic about research | 15,54 |
| 5 | Gaining an understanding of the implementation of CAR in the Japanese language subject | 5,18 |
| 6 | Getting ideas | 12,95 |

It can be seen from Table 3 that there are several reasons why Japanese language teachers want to join CAR's workshop; among them are: 36,26% of respondents wanted to learn how to improve student competencies through CAR's workshop, 10,36% of respondents said CAR's workshop could help them to sharpen the ability to write CAR for promotion, 19,68% respondents want to add experience and knowledge about CAR research, 15,54% respondent said that they can gain motivation to be enthusiastic about research, 5,18% respondents gain an understanding of the implementation of CAR in the Japanese language subject, and 12,95% respondents try to getting ideas through CAR's workshop. Furthermore, table 4 explains related to the workshop assessment to measure the level of participant satisfaction with the workshop activities that have been carried out.

Table 4. Assessment of CAR Workshop

| Value | Training 1 (%) | Training 2 (%) | Average (%) |
|-------------------|----------------|----------------|-------------|
| Very satisfied | 67 | 68 | 67,5 |
| Satisfied | 31 | 28 | 29,5 |
| Quite Satisfied | 1 | 3 | 2 |
| Not Satisfied | 0 | 0,5 | 0,25 |
| Very Dissatisfied | 1 | 0,5 | 0,75 |

It can be seen in Table 4 that most workshop participants felt 'very satisfied' with the service workshop activities carried out, with an average of 67.5%. 29.5% said they were 'satisfied' with the activity, 2% were 'quite satisfied', and only about 0.25% and 0.75% of the assessment results said, 'not satisfied' and 'very dissatisfied'.

Suggestions and Comments for CAR's Workshop

Table 5. Suggestions and Comments for CAR's workshop

| Suggestions and Comments | Participants (N) | Percentage (%) |
|--------------------------|------------------|----------------|
|--------------------------|------------------|----------------|

| | | |
|--|-----|-------|
| Useful in adding knowledge and insight | 135 | 42,72 |
| Limited time | 51 | 16,13 |
| Doing the more frequent workshop | 89 | 28,16 |
| Holding CAR's workshops related to Japanese and other themes | 13 | 4,11 |
| Increasing coaching and practice, as well as sharing related to CAR implementation | 28 | 8,86 |

Participants also provided comments and suggestions related to this workshop which could also be related to whether the goals of each teacher were achieved by holding this workshop. Not all participants provided comments and suggestions, but as can be seen in Table 4, a total of 135 people from the total participants in training 1 and 2 stated that this workshop was good/useful. In other words, it can provide knowledge and insight to the participants. This CAR successfully conveys that CAR is one of the activities that need to be done and has benefits for the development of teaching, especially Japanese language teaching, which moves dynamically over time. Following Kunlasomboon, Wongwanich, and Suwanmonkha (2015), teaching moves based on the system. If one thing changes, other sectors can change.

CAR can provide knowledge and insight to its participants. This CAR can be said to be successful in conveying that CAR is one of the activities that need to be done and has benefits for the development of teaching, especially the Japanese language, which moves dynamically over time. According to Kunlasomboon, Wongwanich, and Suwanmonkha (2015), teaching moves based on the system. If one thing changes, other sectors can change.

The Theme for the Next CAR's Workshop

With the CAR workshop and the impact of the Japanese language teachers who attended it, one of them was their desire to carry out their CAR. Based on the questionnaire results, several CAR themes were obtained, which were planned to be carried out by Japanese language teachers.

The PTK theme that will be made can be seen in Table 6.

Table 6. CAR's theme plan

| CAR's theme | Participants (N) | Percentage (%) |
|--|------------------|----------------|
| Japanese culture | 25 | 12,95 |
| Preparation of online teaching materials | 20 | 10,36 |
| Media and Learning Materials | 30 | 15,54 |
| Japanese linguistics | 25 | 12,95 |
| language skills | 45 | 23,31 |
| interesting learning methods | 48 | 24,87 |

Table 6 shows various CAR theme plans that Japanese teachers would like to do, including Japanese culture, preparation of online teaching materials, media and Learning Materials, Japanese linguistics, language skills, and exciting learning methods. From the results of this data, workshop participants are still interested in getting similar training with various themes.

2. CAR's Implementation

The Purpose of doing CAR

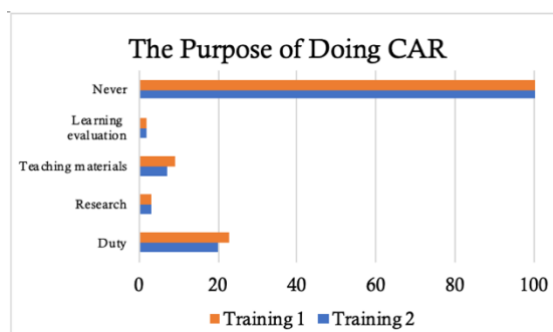


Figure 1. The purpose of doing CAR

Teachers' answers to the purpose of implementing CAR. Figure 1 is the target of implementing CAR given by the Japanese language teachers who participated in training 1. More than 193 respondents in this workshop have never implemented CAR, which means they have never been there, maybe in a structured way. Meanwhile, the second most common reason is that CAR is used as one of the requirements for promotion. On the other hand, CAR's primary purpose, as the development of teaching materials, is in a low position, with an average of eight people doing it.

In this case, the primary purpose of CAR, understood by Japanese language teachers today, is one of the requirements for promotion. The understanding that CAR is necessary or should be used as the main reason for the development of teaching materials, which is one of the obligations of a teacher, needs to be remembered. With the results of this answer, it is necessary to pay attention again so that the implementation of CAR becomes a good habit that teachers can use to contribute to developing teaching materials. Therefore, before doing CAR, teachers should understand the implementation of the CAR itself.

The teachers' objectives for participating in this workshop are quite diverse and can be concluded in Table 3. Most participants wanted to gain knowledge about CAR by participating in this workshop. This can be seen from 124 (64%) participants (in training 1) and 153 (75%) participants (in training 2) aiming to gain knowledge about CAR. This is related to the fact that most of the teachers who attended this workshop had never done the CAR, which was mentioned at the beginning of the discussion. With this, it is hoped that the competence of teachers regarding CAR can increase.

Table 7. The purpose of doing CAR

| Purpose | Training 1 | | Training 2 | |
|---|------------------|----------------|------------------|----------------|
| | Participants (N) | Percentage (%) | Participants (N) | Percentage (%) |
| Increasing knowledge about CAR | 124 | 64,24 | 153 | 73,36 |
| Making CAR | 41 | 21,24 | 20 | 9,85 |
| CAR cultivates Interest in Starting CAR or Getting Guidance for CAR | 13 | 6,73 | 6 | 7,88 |
| Promotion | 5 | 2,59 | 13 | 6,40 |
| Improving Quality or Solving Learning Problems | 3 | 1,55 | 5 | 2,46 |
| Establishing Cooperation Between Fellow Teachers | 1 | 0,51 | 0 | 0 |
| Increasing Personal Motivation or Teaching Evaluation | 1 | 0,51 | 6 | 2,95 |
| Knowing the Development of CAR in Senior High School | 1 | 0,51 | 0 | 0 |
| Increasing Student Motivation | 1 | 0,51 | 0 | 0 |
| Understanding Students | 1 | 0,51 | 0 | 0 |
| Others | 2 | 1,03 | 0 | 0 |
| Total | 193 | | 203 | |

The purpose of CAR is to improve and improve teacher services in the learning process, so that goal can be achieved by taking various alternative actions in solving various learning problems in the classroom (Pramswari, 2016)

Japanese teachers' experience in doing CAR

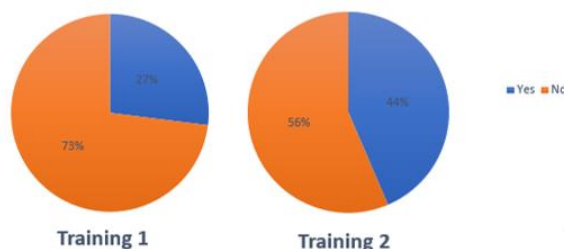


Figure 2. Experience in implementing CAR in Training 1 and Training 2

Based on the CAR workshop questionnaire answers, as seen in Figure 2, around 73% of Japanese language teachers have never written CAR's proposal. This result indicates that these teachers have never done CAR at all or conducted research related to CAR based on the proper CAR stages, in other words, without any unique proposal design and report writing. Meanwhile, about 27% of the teachers who participated in this workshop have written CAR's proposal with numerous objectives, as shown in Table 7.

The implementation of CAR in Japanese language teaching in Indonesia, which is mainly taught at the high school level, still needs to be improved. These teachers may have written CAR's proposal unconsciously, for instance, when making teaching materials, evaluating, and then reusing teaching materials that have been developed, which is one example of

implementing CAR. However, if it is not based on procedures or without following the CAR rules, it can be a form of imperfection in the teaching development process. By doing structured CAR in written reports, the points that must be developed will be more precise to overcome the problems in the teaching class and make teaching development successful.

Obstacles to implementing CAR

The research results from the interview revealed that the classroom action research of teachers had problems and obstacles. Even though more than teachers' knowledge and skills are needed to do research alone (Saral & Reyhanlioglu, 2015; Meesuk, Sramoon, & Wongrugs, 2020), they conduct research in the classroom alone. Obstacles to implementing CAR are shown in Table 8.

Table 8. Obstacles in Implementing CAR

| CAR, Proposals, Best Practices, and Problems | Training 1 (%) | Training 2 (%) | Average (%) |
|--|----------------|----------------|-------------|
| Limited cost | 4.4 | 5.2 | 4.8 |
| Lack of experts who master CAR | 3.0 | 6.7 | 4.8 |
| Difficulty in determining the problem | 9.9 | 3.1 | 6.5 |
| Limited facilities and infrastructure | 10.3 | 5.2 | 7.8 |
| Idea deadlock | 1.0 | 18.7 | 9.8 |
| limited references | 3.0 | 6.7 | 4.8 |
| The time it takes is relatively long | 12.3 | 21.8 | 17.0 |
| Differences in writing systematics | 24.6 | 9.3 | 17.0 |
| Lack of research experience | 4.4 | 5.2 | 4.8 |

Based on the answers to the questionnaire presented in Table 8 above, the following will summarise some of the obstacles and difficulties Japanese language teachers face when doing CAR. Questions were asked about the obstacles and problems faced when doing CAR in the questionnaire, including making proposals and best practices, which were concluded in Table 8. When viewed from the average obstacles or problems faced, teachers find it challenging to manage time and get motivated to do CAR.

Not only these conditions but also the problem of understanding the theory and how to compose CAR is the second most common obstacle from other obstacles. These obstacles include the following:

1. The time needed to prepare a CAR is relatively long, while on the other hand, teachers also have other tasks that are equally urgent.
2. The systematic difference in writing reports for work / official purposes often differs from what teachers learn when preparing final assignments on campus.
3. Having an idea deadlock in finding alternative solutions
4. Limited facilities and infrastructure as a medium used to implement CAR
5. Difficulty determining the problem

Often teachers need to be more sensitive to the problems that occur in the classroom. This happens when the teacher feels that everything is going well, so no problems need to be solved; 6) Limited financial assistance makes some teachers object to implementing CAR. Teachers must carry out CAR independently and at personal costs, procuring teaching materials and compiling reports; 7) Lack of experts who master CAR. This is felt when the teacher experiences learning practice obstacles in his class. After identifying the problem, another obstacle arose because there were no colleagues who could advise on what action to take next; 8) Limited references, especially Japanese teachers who come from schools far from urban areas, admit that they have difficulty obtaining library resources due to limited access to libraries and difficulties in accessing the internet; 9) The lack of research experience owned by the teacher.

Even though many obstacles occur, teachers must try to develop teaching materials starting from small steps whose time can be adjusted, according to Karlina et al. (2020), which explains that a teacher must research to assist his teaching. Hahs-vaughn and Yanowitz (2009) also stated that today's teachers are expected to be more than just information providers. Teachers need to be reflective practitioners to effectively guide their students,

using research-based pedagogy and adapting it to their classrooms. To achieve such tasks, teachers must be able to determine what is most positively influencing student learning.

Teachers in school were overloaded with unnecessary things apart from teaching, affecting the main task. Hence, the teacher must complete everything by making it easy (Kukoja, 2019). Furthermore, Meesuk, Sramoon, and Wongruga (2019) and Gutierrez & Kim (2018) reported the problems in the teachers' research and teaching. First, the knowledge the teachers obtained from the training is insufficient to enable teachers to conduct research by themselves, causing them not to complete the research and become frustrated.

Assessment and Benefit of doing CAR

In Table 9, we conclude the assessment of doing CAR given to Japanese teachers.

Table 9. The necessity of doing CAR

| Value | Training 1 (%) | Training 2 (%) | Average (%) |
|-------------------|----------------|----------------|-------------|
| Strongly Agree | 77 | 72 | 74,5 |
| Agree | 20 | 25,5 | 22,75 |
| Quite Agree | 0 | 1,5 | 0,75 |
| Disagree | 2 | 0,5 | 1,25 |
| Strongly Disagree | 1 | 0,5 | 0,75 |

On average, training 1, with a percentage of 77% of the total number of participants, stated that CAR was helpful. In training 2, 72% of participants said that CAR is helpful. Table 2 shows the value of the usefulness of CAR for each teacher in each training and the average. In summary, the average of the two pieces of training, from the two workshops training held, 74.5% of participants rated the CAR as applicable with total points (5 points), namely the "strongly agree" category, 22.75% gave 4 points, namely the "agree" category, and the rest choose points 1-3. Participants were also asked questions about the benefits of CAR. The results can be seen in Figure 3.

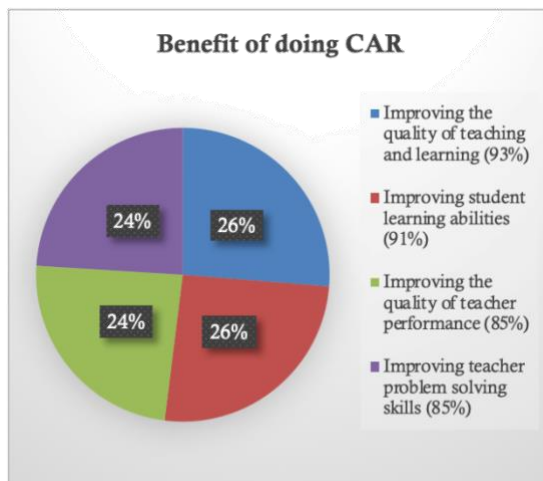


Figure 3. The benefit of doing CAR

According to figure 3, there are four most common reasons for the benefits of CAR: 1) improving the quality of teaching and learning (93%), 2) Improving student learning abilities (91%), 3) Improving the quality of teacher performance (85%), and 4) Improving teacher problem-solving skills (85%). Furthermore, in terms of improving the quality of teacher performance, it is seen that there is an improvement in the quality of learning in the classroom, both in terms of teacher performance and student activities. Student learning outcomes are better in terms of cognitive and affective. Problems faced by students in learning are relatively quickly solved. In addition, teachers can continue to develop their professionalism and increase their experience in carrying out research and disseminating the results..

From all the questionnaire results obtained, the benefits of CAR are directly felt by Japanese language teachers, including 1) There is satisfaction for both teachers and students. The relatively pleasant learning conditions indicate this, positive student responses become a separate motivation for teachers to continue to be enthusiastic in teaching; 2) improve the strata/rank of teachers in terms of professional careers; 3) broaden the teacher's insight and understanding of various theoretical and practical literature in the world of learning, primarily related to learning Japanese; 4) CAR is a reflective material for teachers to continue to make improvements to their work so far. CAR

can also raise self-awareness to improve teaching skills methodologically and in classroom management continuously.

In line with the results of this study, Sumaryanta, Mardapi, Sugiman, and Herawan (2019) also confirm that CAR can encourage teachers to develop themselves by self-practice and construct new knowledge and skills, not focusing on the traditional development model in which teachers are recipients of learning from others through external experts. Furthermore, a similar study by Ratnawati and Idris (2020) also found that classroom action research effectively bridges theory and practice in teacher development contexts.

3. Japanese Teachers' Perception of CAR

Table 10. Perception of CAR

| Perceptions | Percentage (%) |
|--|----------------|
| Improve the quality of PBM | 10,36 |
| Improve student learning ability | 8,80 |
| Improve student behavior | 4,66 |
| Improve the quality of teacher performance | 7,77 |
| Increase teacher capacity (position, rank) | 15,54 |
| Practice problem-solving skills | 16,06 |
| Improve the quality of the institution | 6,73 |
| Answering problems that occur in the field | 5,18 |
| Knowing the shortcomings of teachers and students | 4,14 |
| Solving problems found during learning | 8,80 |
| Increasing the teacher's sensitivity to the dynamics that occur in the classroom | 10,36 |
| Maximizing learning outcomes | 1,55 |

As input for the next CAR's implementation, questions were also asked about Japanese teachers' perceptions of implementing CAR. With this question, it is also hoped to provide an overview of how CAR can impact the classroom, teaching, and learning process that Japanese language teachers in Indonesia are currently facing. This can be seen in Table 10 about teachers' perceptions of implementing CAR. 16,06% of respondents said that CAR Practice problem-solving skills (16,06%), increase teacher capacity (position, rank) (15,54%), improve the quality of PBM (10,36%), Increasing

the teacher's sensitivity to the dynamics that occur in the classroom (10,36%), Improve student learning ability (8,80%), Solving problems found during learning (8,80%), Improve the quality of teacher performance (7,77%), Improve the quality of the institution (6,73%), Answering problems that occur in the field (5,18%), Improve student behaviour (4,66%), Knowing the shortcomings of teachers and students (4,14%), Maximizing learning outcomes (1,55%). These results have illustrated how CAR has significant impacts through its implementations and can help improve the quality of learning and teaching in many aspects. Like Emily Edwards and Anne Burns's (2016) findings, conducting CAR gave teachers more insights into their students' needs. Furthermore, the professional impact could involve creating knowledge and materials for a school and the teaching profession. Moreira (2009) also stated how action research could be a tool for critical teacher education, encouraging the development of both teacher and learner autonomy, thereby having transformative power.

CONCLUSION

This study provides an essential overview of Japanese language teachers' capacity building and skill development through CAR. CAR is one way to carry out teaching development that needs to be done by teachers, especially in teaching Japanese. However, the actual condition is that many Japanese language teachers still have never done CAR in a structured way and do not understand the impacts of CAR. From the questionnaire, most teachers have never done CAR, and those who have done CAR are used for promotion. CAR's primary purpose as a teaching development form needs to be remembered. With the holding of this workshop, the teachers began to understand that CAR is done for teaching development that needs to be done regularly, which is one of the roles of teachers to contribute to education. Quite a few obstacles, such as motivation, time, theoretical understanding, and writing procedures, can be obstacles to doing CAR for Japanese language teachers today. However, CAR can make various

impacts on the classroom, teaching, and learning process that Japanese language teachers are currently facing.

REFERENCES

- Burns, A. 2005. "Action Research: An Evolving Paradigm?" *Language Teaching* 38 (2): 57–74.
- Cullen, T. A., Akerson, V. L., & Hanson, D. L. (2010). Using action research to engage K-6 teachers in nature of science inquiry as professional development. *Journal of Science Teacher Education*, 21(8), 971–992. <https://doi.org/10.1007/s10972-010-9218-8>
- Chienwattanasook, K., & Wongwanich, B. (2017). The Development Guidelines for working efficiency of asean employees. *Journal of Global buSineSS review*, 19(1), 1-19.
- Emily Edwards & Anne Burns (2016) Action research to support teachers' classroom materials development, *Innovation in Language Learning and Teaching*, 10:2, 106-120, DOI: 10.1080/17501229.2015.1090995
- Goodnough, K. (2010). The role of action research in transforming teacher identity: Modes of belonging and ecological perspectives. *Educational Action Research*, 18(2), 167-182.
- Gutierrez, S. B., & Kim, H. B. (2018). Peer coaching in a research-based teachers' professional learning method for lifelong learning: A perspective. *Alberta Journal of Educational Research*, 64(2), 214-221.
- Hamidah, A., & Hoftman, R. O. (2020). Tingkat Kompetensi Komunikasi Bahasa Jepang (Penelitian Tindakan Kelas Mahasiswa Semester Vii Bahasa Jepang STBA JIA Bekasi 2019/2020). *Ennichi*, 1(2).
- Hahs-Vaughn, D. L., & Yanowitz, K. L. (2009). Who Is Conducting Teacher Research? *The Journal of Educational Research*, 102(6), 415–426. doi:10.3200/joer.102.6.415-426
- Haristiani, N., & Oktarina, D. R. The Implementation of Class Action Research (CAR) by Japanese Language Teachers in Indonesia. *JAPANEDU Jurnal Pendidikan dan Pengajaran Bahasa Jepang*, 6(2), 128-136
- Karlina, D. A, Djuanda, D., Kurnia, D., Sunarya, D. T., & Sunaengsih, C. (2020). Meningkatkan Kompetensi Guru melalui Karya Tulis Ilmiah untuk Menyongsong Era Revolusi Industri 4.0. *Jurnal Pasca Dharma Pengabdian Masyarakat*, 1(1), 6-9.
- Kūkoja, K. (2019, April). The effect of early childhood education and care services in Latvia. In *SOCIETY. TECHNOLOGY. SOLUTIONS. Proceedings of the International Scientific Conference* (Vol. 1, pp. 20-20).
- Kunlasomboon, N., Wongwanich, S., & Suwanmonkha, S. (2015). Research and development of classroom action research process to enhance school learning. *Procedia-Social and Behavioral Sciences*, 171, 1315-1324.
- Lebak, K., & Tinsley, R. (2010). Can inquiry and reflection be contagious? Science teachers, students, and action research. *Journal of Science Teacher Education*, 21(8), 953–970. <https://doi.org/10.1007/s10972-010-9216-x>
- Martinez, J. G. (2022). Action research and collaborative reflective practice in English language teaching. *Reflective Practice*, 23(1), 88–102. <https://doi.org/10.1080/14623943.2021.1982688>
- Meesuk, P., Sramoon, B., & Wongrugsu, A. (2019). A development of learning management by using classroom action research-based instruction innovation for potential enhancing of researcher-teacher and children in Thailand early childhood development centre. *Rajamangala University of Technology Thanyaburi*.
- Meesuk, P., Sramoon, B., & Wongrugsu, A. (2020). Classroom action research-based instruction: The sustainable teacher professional development strategy. *Journal of Teacher Education for Sustainability*, 22(1), 98-110.
- Mohammad Hossein Arefian (2022): Collaborative action research as a reflective tool for pre-service EFL teachers' inclusion, *Reflective Practice*, DOI: 10.1080/14623943.2022.2103107
- Moreira, M. A. 2009. "Action Research as a Tool for Critical Teacher Education Towards Learner Autonomy." *Innovation in Language Learning and Teaching* 3 (3): 255–268.
- Oesman, A. M., & Wardhana, C. K. (2013). Upaya Meningkatkan Kemampuan Memahami Bacaan Bahasa Jepang Tingkat Dasar Melalui Model Pembelajaran Cooperative Learning Teknik Script (Penelitian Tindakan Kelas Pada Mahasiswa Semester II Prodi Pendidikan Bahasa Jepang Unnes). *Izumi*, 2(2).
- Petrovska, S., Sivevska, D., Popeska, B., & Runcheva, J. (2018). Mentoring in teaching profession. *International Journal of Cognitive*

- Research in Science, Engineering and Education, 6(2).
- Pramswari, L. P. (2016). Persepsi guru SD terhadap penelitian tindakan kelas. *Mimbar Sekolah Dasar*, 3(1), 53-68.
- Prasetyani, D. (2014). Peningkatan Kompetensi Penelitian Tindakan Kelas Bagi Guru Bahasa Jepang SMA/SMK Se-kota Semarang. *Jurnal Abdimas*, 18(1).
- Ratnawati, N., & Idris, I. (2020). Improving student capabilities through research-based learning innovation on e-learning system. *International Journal of Emerging Technologies in Learning (IJET)*, 15(4), 195-205.
- Ruhaliyah, R., Sudaryat, Y., Isnendes, R., & Hendrayana, D. (2020). Pelatihan Penyusunan Perangkat Pembelajaran “Merdeka Belajar” Bagi Guru Bahasa Sunda di Kota Sukabumi. *Dimasatra*, 1(1).
- Rutherford, D. J., & Lovorn, C. (2018). Based Program Development: Refining the Service Model for a Geofigureic Alliance. *Journal of Geofigurey*, 117(2), 88-98.
- Sastromiharjo, A., Mulyati, Y., & Idris, N. S. (2021). Sosialisasi Bahan Ajar Daring bagi Guru-guru Bahasa Indonesia SMP Se-Kabupaten Sukabumi. *Jurnal Pasca Dharma Pengabdian Masyarakat*, 2(1), 39-45.
- Saral, D. G., & Reyhanlioğlu, D. (2015). An analysis of educational faculty students' research self-efficacy in terms of a number of variables. *Procedia-Social and Behavioral Sciences*, 174, 1138-1145.
- Sarı, M. H., & Yüce, E. (2020). Problems experienced in classrooms with students from different cultures. *Journal on Efficiency and Responsibility in Education and Science*, 13(2), 90-100.
- Sumaryanta, S., Mardapi, D., Sugiman, S., & Herawan, T. (2019). Community-based teacher training: transformation of sustainable teacher empowerment strategy in Indonesia. *Journal of Teacher Education for Sustainability*, 21(1), 48-66.