

# Experienced Emotions of Indonesian Students During the PASCH-Jugendkurs

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## ABSTRACT

Particularly successful and committed students in the subject of German language from PASCH schools around the world are invited to the PASCH-Jugendkurs (youth course). The course takes place annually for three weeks in Germany. Within three weeks the participants can get to know about Germany. They also meet in an open and lively exchange with other students from all over the world. Over 10,000 young people from PASCH partner schools in over 120 countries have completed German courses for children and young people as well as German exams. During the course they not only learn German, but also familiarize themselves with everyday life in Germany. In addition, they also do other joint activities, for example excursions, sports, etc. This work discusses which emotions Indonesian students experienced during the PASCH youth course and in which situations or events these emotions arose. The researcher used an online questionnaire to collect the data because the respondents were scattered in different places. The different emotions expressed by the respondents included, most importantly: joy, pride, curiosity, sadness, fear, nervousness, anger, disappointment, and worry. Then the researcher classified all of the respondents' responses as positive or negative emotions according to the NRC Emotion Lexicon.

**Keywords:** *PASCH-Jugendkurs, PASCH partner school, German, emotion.*

## 1. INTRODUCTION

PASCH or “Schools: Partners for the Future” is an initiative that aims to build a school network of collaborations with international reach. In addition, this initiative aims to arouse and deepen the interest and enthusiasm of young people from around the world for Germany. Indonesia has become one of the priority countries for PASCH partner schools since 2008 [1]. German as a foreign language has been taught for a long time in senior high schools in Indonesia.

In February 2018, PASCH celebrated its 10th anniversary. Through this PASCH project, now more than 1,800 schools both in Germany and abroad can be connected to each other [2]. Around 600,000 students from all over the world study German at the partner schools ([www.pasch-net.de](http://www.pasch-net.de)). Students who excel in German lessons from each of the partner schools around the world are motivated by being invited to take PASCH-Jugendkurs (PASCH youth courses) in Germany. They have the opportunity to get to know Germany within three weeks. In that program they meet fellow scholarship recipients from abroad. For most participants, the learning in this diverse and international

learning community is a special experience. PASCH-Jugendkurs is the most important instrument of the PASCH project because it not only promotes a worldwide network of partner schools but also makes an important contribution to the development of an international learning community for young people [3].

Dewaele [4] claims that Second Language Acquisition, such as in a PASCH-Jugendkurs, is not only a cognitive process, but also crucially an affective one [4]. He is firmly convinced that the success depends to a large extent on the affective level of motivation of the learner (*ibid.*). He calls it “learners’ affective fuel levels”. Although the learners experience a world full of emotions, there were only a few studies on this [5]. However, in the last five years, both qualitative and quantitative studies have been carried out on emotions (*ibid.*).

In the academic context, the research about the PASCH project with a focus on Indonesia and the participation of Indonesian students in PASCH youth courses in Germany has not been widely carried out. So far there have been at least three studies about the PASCH project: “Schulpartnerschaften in Indonesien”

(School partnerships in Indonesia) by Elke Neumaier (2009), "Sprachförderungsinitiative PASCH" (the PASCH language promotion initiative) by Christian Hoffmann [6] and „Der Fördererfolg für DaF des Programms „Schulen: Partner der Zukunft (PASCH)“ (The success of DaF in the program "Schools: Partners for the Future (PASCH) by Christian Hoffmann, Cordula Hunold and Ina Hoischen [2] presented. This research helps fill this gap. In this paper, the researcher will explain the emotions experienced by the PASCH-Jugendkurs participants from Indonesia when they joined the program and in which situations, they experienced these emotions.

## 2. METHOD

Emotions are characterized by subjective experiences; therefore, we can understand these emotions by asking those who experienced them [7]. The single research instrument used for this research is a questionnaire. The questionnaire was chosen as a research tool for this research because it is one of the tools that can be used to collect data on alumni of PASCH-Jugendkurs Indonesia from the first year of the project starting in 2008 until now.

According to Robson [8], the self-administered questionnaire was very efficient in terms of time and research personnel. In addition, PASCH-Jugendkurs alumni from Indonesia are currently scattered in various locations both in Indonesia and abroad. The questions posed in this research questionnaire relate to the concept of emotion proposed by Pekrun et al. [9], especially in the context of education. It is hoped that the answers put forward by respondents will show positive emotions such as joy, pride, etc. as well as negative emotions such as shame, boredom, anger, etc.

A total of 89 respondents filled out a questionnaire distributed online using a google form link. The researcher divided the questions in the questionnaire into six aspects, namely: 1) Before departure, 2) Learn German and take the exam during the PASCH-Jugendkurs program, 3) Interaction with other participants, 4) Various activities in the PASCH-Jugendkurs program, 5) Interaction with other people (teachers, mentors, local communities, etc.), and 6) After joining the program.

The total questions asked to the respondents were 21 items. Twenty questions asked about their emotions while attending the PASCH youth course, and one question about the respondent's suggestions for improving the program. The questionnaire was written in Indonesian and German. However, the respondents could answer the questions asked using either in Indonesian, German, or English.

## 3. FINDINGS AND DISCUSSION

Based on the results of the study, various emotions expressed by respondents when they participated in PASCH-Jugendkurs activities included: joy, pride, curiosity, joy, surprise, sadness, fear, nervousness, anger, disappointment, worry, etc. All responses from the respondents were then classified according to the NRC-Emolex. 61% of respondents' answers belong to positive emotions and the other 33% are negative emotions. However, there are also non-specific emotional expressions, which are as much as 3%. This means that the NRC-Emolex cannot identify the expression of that emotion, whether it is classified as a positive or negative emotion. Meanwhile, the remaining 3% of answers did not contain any emotional expression.

Various positive emotions that emerged based on the responses of the research respondents included enthusiasm, gratitude, honor, relaxation, relief, surprise, joy, patience, hope, interest, motivation, courage, curiosity, pride, pleasure, satisfaction, and confidence. Meanwhile, fear, anger, disappointment, frustration, hopelessness, boredom, nervousness, panic, shame, worry, tension, stress, sadness, surprise, impatience, sadness, confusion, and hopelessness emerged as a series of negative emotions given by the respondents.

### 3.1. Positive Emotions

Positive emotions have a fundamentally positive effect on learning because they can encourage students' motivation to learn and be more open to new things [10], [11]. According to Pekrun [12], positive emotions in education are emotions that are felt to be pleasant. Pleasure, excitement, hope, and pride can activate positive emotions, whereas relief and relaxation deactivate positive emotions. Furthermore, Pekrun explained that positive emotions also affect learning because it can attract students' full attention and motivate them (ibid.). Pekrun et al. [13] revealed that positive emotions such as joy and pride have a positive correlation with students' motivation to learn and achieve goals. Various studies have shown that positive emotions have a very positive impact on student learning (ibid, p. 13). Next, the researcher will give some examples of responses containing emotional words from the PASCH-Jugendkurs participants. One of the positive emotions was when they talked about their experiences learning German during the program.

- (1) Happy and grateful.
- (2) Really fun and easy to understand.
- (3) This is interesting, you can learn by the native speaker directly.
- (4) *Ich fühlte mich interessant und war hoch motiviert.* (I felt interested and was highly motivated.)

- (5) *Ich hatte wirklich Freude und Spass beim Lernen.* (I really enjoyed the learning.)

In the five examples of expressions above, we can see that the respondents feel happy, grateful, enjoy, interested, and highly motivated when they learn together in a global community and are taught directly by native speakers. Joy can promote the interactive experience of students in the learning process, for example: Deep participation and complete immersion in activities [12]. Activating positive emotions, such as enjoying learning, can increase the interest and motivation of the students (ibid.). During the program, participants also had the opportunity to meet German personalities such as politicians, mayors, and others. Many participants felt happy and proud and honored because they were able to meet them. According to Kövecses [14], pride means activation, hyperactivation, comfort and improvement. In the case of pride, that assessment by others is positive, as is the resulting feeling.

- (6) *Stolz, dass ich einmal in meinem Leben solche Erfahrung hatte und nicht jede Person diese Erfahrung haben kann.* (Proud that I had such an experience once in my life and not every person can have this experience.)
- (7) *Es ist eine Ehre für uns.* (It was an honor for us.)
- (8) *Saya merasa senang dan bangga.* (I felt happy and proud.)

In addition, most of the respondents also expressed their positive emotions such as the joy and admiration they felt during their visits to various cities in Germany.

- (9) I was really enjoying the excursion and really love to see the architecture, the system, and the history.
- (10) *Ich war fasziniert davon, wie anders alles war. Ich hatte ein unbeschreibliches Gefühl, als ich die Gebäude, die Landschaft und auch die Menschen gesehen habe, denen ich auf dem Weg begegnet habe.* (I was fascinated by how different everything was. I had an indescribable feeling when I saw the buildings, the landscape and also the people I met on the way.)

In their last days following the activity, most of the participants took the German language test. Almost all respondents expressed their feeling of relief after the exam. The meaning of the word “relief” according to Duden dictionary is 1) “relieved feeling, inner freedom” and 2) “something that makes something easier, more bearable”. The component “I know now: it did not happen.” describes the discovery or the latest consciousness e.g. *lega* (relieved). In addition, they were also happy because the exam was over and satisfied with their exam results.

- (11) I felt relieved.
- (12) *Saya merasa lega dan senang.* (I felt relieved and happy.)
- (13) *Saya merasa puas dengan hasil ujian saya.* (I was satisfied with my test results.)

### 3.2. Negative Emotions

In addition to the various positive emotions described above, the respondents also experienced various negative emotions. For example, when they did not understand what the teacher explained in class that they often felt confused, afraid, embarrassed, sad, and nervous.

- (14) *Saya merasa bingung, sedih, cemas.* (I felt confused, sad, worried.)
- (15) *Ich war verwirrt und fragte einen Freund/eine Freundin von mir auf Indonesisch oder die Lehrerin.* (I was confused and asked a friend of mine in Indonesian or the teacher.)

In addition, when they faced the test various negative emotions such as anxiety, nervousness, tension, and worry were often mentioned by them. Many worried that they will fail the exam because of the very limited time to prepare for the exam; therefore they are afraid that they would not pass the exam. According to Duden dictionary, nervousness means a nervous state. The nervous state of a person with regard to the PASCH-Jugendkurs corresponds to my research corpus, for example when the participants had to take a German test. Many of them replied that they were nervous about the exams. Some of the Indonesian words that appear in the sub-term “nervousness” are *deg-degan*; *gugup*; *groggi* (nervous).

- (16) *Sehr nervös und aufgeregt. Obwohl ich meine Prüfung schon seit lange vorbereitet habe, fühlte ich mich immer noch so.* (Very nervous and excited. Even though I had been preparing for my exam for a long time. I still felt that way.)
- (17) *Saya cukup grogi dan khawatir tidak dapat menyelesaikan ujian dengan baik.* (I was quite nervous and worried that I wouldn't be able to finish the exam well.)

During the program various misunderstandings occurred when they communicated with teachers, other participants, and with tutors.

- (18) *Saya merasa sangat malu, tapi saya tetap menanyakan kembali maksud mereka.* (I felt very embarrassed, but I kept asking what they meant.)
- (19) *Sedikit panik seketika pasti, namun setelah itu saya berusaha untuk membuat mereka mengerti apa yang saya maksud.* (A little panic at once for sure, but after that I tried to make them understand what I meant.)

At the end of the program, most of the participants felt sad because they had to part from other participants, teachers, and also the tutors.

(20) It was totally heartbreaking moment. I can feel how in a short time we became a little family.

(21) Sedih, karena saya harus berpisah dengan guru dan teman-teman. (Sad, because I had to part with from teachers and friends.)

The Indonesian word “sedih” is translated in the dictionaries as “sad” in English or “traurig” in German. Its previous history indeed concerns losing or separating from another, usually a relative or a lover, and his main result is actually crying [15]. Although it is a relatively small area in my work, but it is important. It contains four words, namely: frustration, hopelessness, sadness and forlornness.

#### 4. CONCLUSIONS

This paper describes an initiative called “PASCH: Partners for the Future” with the most important instrument called PASCH-Jugendkurs. The research focused on the emotions of Indonesian students who took part in the program which lasted for three weeks in Germany. Apart from Indonesia, the participants of this program come from various countries in the world. This of course makes participants experience various emotions when they join the program, for example they have difficulty communicating with other participants or with the teacher, or when their test results are not as expected.

Based on the research results, 61% of the total emotional words expressed by respondents can be categorized as positive emotions and 33% as negative emotions. Meanwhile, the remaining 3% did not contain any emotional expression. To determine whether the emotions mentioned by respondents include positive, negative, or unclassified emotions, it is based on the NRC-Emolex developed by Mohammad and Turney [16]. Positive emotions that often arise are joy, curiosity, satisfaction, pride, amazement, gratitude, hope, and patience. Meanwhile, various negative emotions experienced by respondents were sadness, worry, fear, anger, confusion, shame, despair, disappointment, frustration, dissatisfaction, and boredom.

This present work is limited to the emotional aspect in the educational context. A suggestion for further studies in the future could be, for example, the interactions between teachers and students or students and students in the classroom. Then studies can later be made to examine various other components besides emotional expressions such as cognitive, motivational, expressive, and physiological components.

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