Tips on Improving Students Understanding in The Keitaron Course with Problem-Based Learning Method in Japanese Literature

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ABSTRACT

This article is an empirical experience of the researcher in the keitairon (morphology) course which was carried out face-to-face and online. The research used a descriptive qualitative method. The purpose of this research is to find out the students' creativity, how the students solve a problem, how the students express their ideas, and how to ask questions and respect other people's opinions.
The data for this research were taken from the keitairon course sessions both face-to- face online and offline. The online session is seen from the current semester's session, while the offline meeting was from the previous semester's session. The results of the analysis are presented descriptively. This research found that lectures conducted by Student Center Learning (SCL) with the Problem-Based Learning (PBL) method for keitairon which was carried out face-to-face were better than online lectures. The research results on tips in improving students' understanding of the keitairon course with the problem- based learning method on Japanese literature have a lot of impact on students. For example, students become active in lectures, share with each other, become creative in preparing material, are able to express their opinions, brilliant ideas, and understand the material in detail, etc.

Keywords: *Student Center Learning (SCL), Problem-Based Learning (PBL), keitairon (morphology).*

1. BACKGROUND

The lecture system carried out at Andalas University is all student-centered or the so- called Student Center Learning (SCL) system. The Student Center Learning (SCL) system that is implemented depends on the lecturer who gives lectures, the offered course, and what learning model the lecturer will carry out.

The learning model implemented for each course can't use only one model, especially for introductory courses and courses that require the students to memorize. For example, the keitairon course usually uses the Student Center Learning (SCL) system. The purpose of implementing the Student Center Learning (SCL) is to foster creativity from students, see students collaborate, express ideas that are in their minds, respect each other, be innovative, creative, etc.

The course that the researcher describes here is the keitairon course, which is a compulsory subject in the Japanese language department in the third semester, consisting of 2 credits. This course discusses the morphology of the Japanese language, especially word formation, the process of word formation, and its changes. Before taking this course, students must pass the oninroncourse (phonetics).

The Student Center Learning (SCL) system applied to this keitairon course uses the Problem- Based Learning (PBL) method. Problem-Based Learning (PBL) is a learning model with an approach where students are faced with authentic problems so that students can develop their own knowledge flexibly, develop higher skills and inquiry, increase student independence and increase self-confidence, be creative, and collaborate, have a sense of responsibility, dare to express opinions, respect the views of others. In lectures, students are divided into groups by forming small groups of four to five students. Each group gets the same material at each meeting. Lectures are carried out by group presentations in class.

The Student Center Learning (SCL) system with the Problem-Based Learning method lecture expects the students to think and develop their ideas. This is because the students have to explain in detail the material they acquired. Students are also required to express opinions to other groups regarding the references used. Each group member has the task of delivering in Japanese and Indonesian. The use of Japanese by each group becomes an assessment item related to the use of Japanese orally. Meanwhile, the use of Indonesian language is for understanding the material more precisely.

Using the Problem-Based Learning method lecture system makes students quickly understand the material because they feel compelled to master it. They can also broaden their knowledge, be creative, innovative, improve their scientific thinking skills. The learning outcomes of the study program expect students to have skills in understanding the formation of words and word changes. As well as inspiring students in making their thesis titles in Japanese Linguistics.

Using the Problem-Based Learning method lecture, the students are expected to know how to form words and word changes in the form of affixation or Japanese morphology. Another achievement that is expected from the students are soft skills, both intrapersonal skills (including independence, critical thinking, and analytical) and interpersonal skills (including teamwork and oral communication), and basic values (including inte grity, discipline, work hard, polite/ethical/have values, and confident).

Mastery of the learning system with the Problem-Based Learning method is very useful for Japanese language learners in the Japanese language learning process, especially in understanding the morphology of the Japanese language. The Problem-Based Learning method makes students understand all the material they are studying.

Student Center Learning (SCL) with the

Problem Based Learning method is not a new method, it has been around for a long time, and many other teaching-staff has also implemented it. This Problem-Based Learning (PBL) method has been applied many times with different learning models. That is when the lectures were held offline and during online courses. These two different systems have many advantages and disadvantages. These advantages and disadvantages are the problems.

Based on the description above, the problems that arise in this research are:

1. How is the comparative impact of the Problem-Based Learning (PBL) method applied to online lectures and face-to-face meetings in the keitairon course?

2. How is the effectiveness of Problem-Based Learning (PBL) on the keitairon course?

3. How is the comparative impact of the Problem-Based Learning (PBL) method applied to online lectures and face-to-face meetings in the keitairon course?

4. How is the effectiveness of Problem-Based Learning (PBL) on the keitairon course?

2. LITERATURE REVIEW

Keitairon is a compulsory subject in the Japanese language department. Keitairon in Indonesian terms is called a morphology course. This course is very difficult because you have to understand changes in the Japanese language. This keitairon course requires a very high level of understanding.

To be able to understand the Ketiaron course quickly, the Problem-Based Learning (PBL) method is used. The Problem-Based Learning (PBL) method is not a new method in the lecture system. The Problem-Based Learning (PBL) method is not necessarily applicable to all

subjects. This depends on the course and the lecturer who will give the lecture.

Keitairon lectures are now held online and face-to-face, so students must be more active in looking for problems given by the supporting lecturer. With the Problem-Based Learning (PBL) method, students feel compelled to look for these problems. Through this method, students can quickly understand the keitairon material.

3. METHODOLOGY

The method used in this research uses the Problem-Based Learning (PBL) method. Where this method is a descriptive qualitative method. This research is classroom action research.

Problem-Based Learning Method

The learning system implemented in teaching is primarily determined by the teaching method and how it is implemented. For example, the learning system with the Problem-Based Learning (PBL) method. This method will introduce students to a problem that is related to the discussed material. Then students will be asked to find a solution to solve the problem. This method aims to increase the intensity of the ability to participate in the team.

Problem-Based Learning (PBL) is a learning system characterized by real problems as a context for students to learn critical thinking and problem-solving skills and gain knowledge (Duch, 1995). The teaching system with Problem-Based Learning (PBL) is a learning approach system or teaching method centered on the learner by directing the learner to become someone independent and actively involved in group learning. Problem-Based Learning (PBL) helps learners develop their skills in providing ideas and thinking critically when they are looking for data or information in order to get solutions to solve problems (Suyanto, 2008:21).

4. RESULT AND DISCUSSION

The research results that the researchers conducted on Japanese language learners using the Problem-Based Learning (PBL) method in an online and offline (face-to-face) atmosphere, especially in the keitairon course, showed a different impact. The lecture system conducted offline using the Problem-Based Learning (PBL) method shows far better results when compared to lectures conducted online.

The lecture system uses the Problem-Based Learning (PBL) method offline (face to face) in its implementation; the lecturer explains how the lecture implementation system is. Then the lecturer gives lecture material with a sentence in Japanese by showing the problems in it. Then divide the group. In each lecture, each group must prepare materials according to the given material. Before the lecture starts, each group has given the lecture material to the lecturer. Then the lecturer appoints one group to present. At the same time, the other group provides suggestions, additions, and questions to the presenting group. Meanwhile, the lecturer only mediates and provides input and corrections if an error occurs. From this lecture system, all students become active, asking many questions, giving answers to statements, and issuing opinions from each individual. Many show the courage to express ideas, collaborate, etc. The lecture is carried out with the Problem-Based Learning (PBL) system where all students will try to show their identity, try to solve the problems they face so that they can quickly understand the problem. This is due to the compulsion factor in understanding the problems encountered in the material. Then students are also required to look for other materials in solving these problems, reading materials related to these materials. They are also trying to perform better.

5. CONCLUSION

Based on our research, several conclusions can be drawn. First, students have a high interest in LDP courses. However, many of them do not want to work in distribution logistics. Doubts against promising job opportunities evidence this. In the case study perspective, while the case study helps students understand the learning material, we found that the cases should be more adapted to the current industry conditions. In addition, the number of cases must also be increased.

Moreover, the students still regard lecturers as a source of knowledge that is not yet fully relevant to student center learning.

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